ED 301 633 RIE VOL.24,NO.05 FROM: ED 301 633 0001
DOCUMENT RESUME MAY 1989 TO: ED 302 038

ED 301 633 AA 001 184

Resources in Education (RIE). Volume 24, Number 5.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 301 634 CE 049 256

A Study of Occupational Opportunities for Chicago's Youth. Final Project Report.

National Alliance of Business, Chicago, IL. Midwest Regional Office.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- Nov 87

NOTE- 241p.; For related document, see ED 289 982.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Career Education; Corporate Support; *Educational Improvement; *Employment Opportunities; *Employment Projections; Futures (of Society); High Schools; *Job Skills; *School Business Relationship; School Support; Task Analysis

IDENTIFIERS- *Illinois (Chicago)

A study was conducted to gather information for the development of a quid-pro-quo agreement between the business community and Chicago high schools. The agreement would provide for the exchange of commitments to school improvement for increased hiring. On-site personal interviews were conducted with 149 local employers/companies in 27 industries. Occupational profiles of 20 occupations were developed that detailed the job tasks, qualifications required, career ladders, and wages. Information was also gathered on recruitment and training practices and anecdotal information on local businesses' relationships with the schools. Data were also used to develop estimates of 1990 employment in 11 of the 20 occupations, projecting openings due to growth and turnover. The survey highlighted three key issues significant for developing a business-education partnership: product quality, product perception, and partner perception. (Extensive appendixes include publicity materials, task analyses and survey verifications for four clerical occupations, and the task lists, both original and locally verified lists, for accounting clerk, typist/word processor, drafter, cook, automotive mechanic, and carpenter, as well as employability skills.) (YLB)

ED 301 635 CE 050 031

Russell, Rand
Architecture: Building My World. Monograph 13.

Technology Education for Children Council, Reston, VA.
PUB DATE- 85
NOTE- 78p.
AVAILABLE FROM- Dr. William A. Downs, TECC Circulation Chairperson, G-206A, Central Missouri State University, Warrensburg, MO 64093 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Architectural Education; *Architecture; Art Education; Elementary Secondary Education; *Fused Curriculum; Industrial Arts; *Integrated Curriculum; Language Arts; Learning Activities; Mathematics Education; Science Education; *Structural Elements (Construction); Technical Education; Vocational Education

This book contains 30 activities that the instructor can use to infuse architectural education into other studies, such as mathematics, language arts, social studies, and formal art education. Some general suggestions are offered for getting the teacher started. A chart relates objectives and infusion subjects to the activities. Following the chart is a sample activity in which important features are identified. A listing of suggested books and films is provided. The text of each activity is written to communicate desired concepts first to the instructor so that they can be effectively related to the students. The primary and secondary activity objectives are indicated for each activity. These components are also provided for each of the activities: procedure for activity execution, suggested subjects for activity infusion, suggested activities to reinforce or expand activity concept, people and places representative of the activity concept, key and related vocabulary, and a graphic activity illustration, work space, or historical structure. Sample concepts include measurement, problem solving, planning, environment, architectual models, two- and three-dimensional planning, elevation, windows, movement, seasonal change, natural and built form, pattern, texture, color, paper, modular structures, cities, cultural differences, "tops" (finishing structures), function, building materials, shape, tents, vocabulary, perspective, traffic flow, floorplan, and scale. (YLB)

ED 301 636 CE 050 032

Ilott, J. F. D.; Ilott, H. G.

Language Development in the Elementary School Technology Context. Monograph 14.

Technology Education for Children Council, Reston, VA.

SPONS. AGENCY- Alberta Univ., Edmonton.
PUB DATE- 88
NOTE- 40p.
AVAILABLE FROM- Dr. William A. Downs, TECC Circulation Chairperson, G-206A, Central Missouri State University, Warrensburg, MO 64093 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Language; Elementary Education; *Industrial Arts; *Integrated Curriculum; *Language Acquisition; *Language Arts; Practical Arts; Program Development; Program Implementation

The purpose of this two section, five-part monograph is to help teachers plan and organize instruction so that objectives of language learning may be met as part of technology activities. Its intended audiences are elementary teachers, elementary language arts consultants, technology teachers who work in a team with elementary teachers, and technology consultants who advise elementary teachers. The first section elaborates on the conceptual-theoretical positions of the monograph. Part 1 discusses the monograph's three conceptual bases: (1) selected theories of language acquisition; (2) the rationale for technology in the elementary school; and (3) an empirical study of child language in an elementary school technology context. The purpose of Part 2 is to sensitize the teacher to the language development potential of elementary school technology (EST) activities. Parts 3-5 (under II) blend theoretical principles with practical applications in the EST context. Part 3 summarizes the steps necessary in implementing an EST project that fosters language development. Part 4, addressed to teachers who need assistance in initiating the EST component, provides guidance in selecting a learning activity, planning its components, and implementing it with children. Part 5 addresses the need for interactive planning to capitalize upon opportunities for language development in the context of EST activities. The monograph is illustrated with 20 tables and figures; it concludes with a bibliography. (YLB)

ED 301 637 CE 050 587

Miyasaka, Kosaku

Historical Characteristics of Adult Education in Japan.

PUB DATE- Jul 86
NOTE- 8p.; Paper presented at the International Conference on the History of Adult Education (Oxford, England, July 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Adult Education; Developed Nations; *Educational Change; *Educational History; *Educational Responsibility; Educational Theories; Foreign Countries; *Role of Education
IDENTIFIERS- *Japan

In its modern sense, adult education in Japan began after the Meiji Restoration in 1868. Until 1945, adult education functioned as an agent to indoctrinate the nationalistic and military ideology. Since World War II, Japan has adopted the democratic social system and has become a capitalist society like the West. In Japan, social education is the term used in place of adult education. Social education is not equivalent to adult education, but it means adult and continuing education, youth service, community development, and recreational and physical activities. It does not usually include vocational and technical education and has not intended to build any human resources development into its activities. Social education is individualistic in terms of aim and purpose, nonpolitical and neutral in terms of social stance, and based on supply-and-demand principles in terms of provision. Adult education in Japan is engaged in serving consumers who want to look for private entertainment and happiness without consideration for economic, social, and international crises. Currently, the Japanese government is preparing for a new system of education, the so-called system of the "learning society." A new concept of adult education should be designed that contributes to the building of new personalities for a post-industrial society and that focuses on helping people to awaken through learning about the real world. (YLB)

ED 301 638 CE 050 829

Vocational Training in Asia and the Pacific: A Profile of Australia.

International Labour Office, Islamabad (Pakistan). Asian and Pacific Skill Development Programme.

REPORT NO.- ISBN-92-2-106143-4
PUB DATE- 87

NOTE- 27p.; For reports on other countries, see CE 050 830-832. Color used in figures will not reproduce.
AVAILABLE FROM- International Labour Office, Publications Branch, CH-1211, Geneva 22, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; *Educational Finance; *Educational Legislation; *Employment; Employment Level; Employment Patterns; Foreign Countries; *Job Training; Labor Legislation; Labor Market; *Population Distribution; Population Trends; Postsecondary Education; Public Agencies; Secondary Education; Unemployment; *Vocational Education; Vocational Followup
IDENTIFIERS- *Australia

This country profile of Australia is one of a series of country profiles intended to give the user a graphic view of the structure, outputs, and legal basis of the vocational training system of individual countries in the Asia-Pacific region. The data, gathered by the Asian and Pacific Skill Development Programme in Pakistan, generally cover the years 1974 to 1984. The document reviews, through graphs, Australia's economically active population by occupation, general level of employment, number of employed persons in industry, and graduates in apprenticeship. It also covers Commonwealth expenditures on education; the consultative structure for employment, education, and training; and legislation for vocational training. The report is scheduled to be updated yearly. (KC)

ED 301 639 CE 050 830

Vocational Training in Asia and the Pacific: A Profile of Bangladesh.

International Labour Office, Islamabad (Pakistan). Asian and Pacific Skill Development Programme.

REPORT NO.- ISBN-92-2-105986-3
PUB DATE- 87
NOTE- 18p.; For reports on other countries, see CE 050 829-832. Color used in graphs will not reproduce.
AVAILABLE FROM- International Labour Office, Publications Branch, CH-1211, Geneva 22, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; *Educational Legislation;

*Employment; Employment Level; Employment Patterns; Engineers; Foreign Countries; *Job Training; Labor Legislation; Labor Market; Population Distribution; *Population Trends; Postsecondary Education; Public Agencies; Secondary Education; Unemployment; *Vocational Education; Vocational Schools
IDENTIFIERS- *Bangladesh

This country profile of Bangladesh is one of a series of country profiles intended to give the user a graphic view of the structure, outputs, and legal basis of the vocational training system of individual countries in the Asia-Pacific region. The data, gathered by the Asian and Pacific Skill Development Programme in Pakistan, generally cover the years 1974 to 1984. The document reviews, through graphs, Bangladesh's economically active population by occupation and industry, population trends, and number of engineering graduates from vocational training institutes. It also covers, through charts, types of training courses, administrative structure, and legislation on vocational training. The report is scheduled to be updated yearly. (KC)

ED 301 640 CE 050 831

Vocational Training in Asia and the Pacific: A Profile of Burma.

International Labour Office, Islamabad (Pakistan). Asian and Pacific Skill Development Programme.

REPORT NO.- ISBN-92-2-106119-1
PUB DATE- 87
NOTE- 22p.; For reports on other countries, see CE 050 829-832. Color used in graphs will not reproduce.
AVAILABLE FROM- International Labour Office, Publications Branch, CH-1211, Geneva 22, Switzerland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; *Educational Legislation; *Employment; Employment Level; Employment Patterns; Foreign Countries; *Graduates; *Job Training; Labor Legislation; Labor Market; Outcomes of Education; Population Distribution; Population Trends; Postsecondary Education; Public Agencies; Secondary Education; Unemployment; *Vocational Education; Vocational Schools
IDENTIFIERS- *Burma

This country profile of Burma is one of a series of country profiles intended to give the user a graphic view of the structure, outputs, and legal basis of the vocational training system of individual countries in the Asia-Pacific region. The data, gathered by the Asian and Pacific Skill Development Programme in Pakistan, generally cover the years 1974 to 1984. The document reviews, through graphs, Burma's economically active population by industry, number of students enrolled, and number of students who graduated from vocational training institutes. It includes information on types of training courses conducted and legislation on vocational training. The report is scheduled to be updated yearly. (KC)

ED 301 641 CE 050 832

Hong, Ng Sek
Vocational Training for Advanced Technology in Hong Kong. Monograph No. 6.
International Labour Office, Islamabad (Pakistan). Asian and Pacific Skill Development Programme.
REPORT NO.- ISBN-92-2-106376-3
PUB DATE- 88
NOTE- 98p.; For profiles on other countries, see CE 050 829-831.
AVAILABLE FROM- International Labour Office, Publications Branch, CH-1211, Geneva 22, Switzerland ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Needs; *Education Work Relationship; Employment Patterns; Foreign Countries; Futures (of Society); *Job Training; Labor Market; *Labor Needs; *Labor Supply; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *Technological Advancement; Vocational Education
IDENTIFIERS- *Hong Kong

Case studies were conducted in industrial enterprises of varying sizes and a university library in Hong Kong that have introduced advanced technology. The studies investigated the management of technological change, vocational training, and human resources development at the workplace, as well as the repercussions on work attitudes, the occupational and skill structure, the educational background of the labor force, the government's labor force policies, and the macro labor market of advanced technology. The studies also focused on the problems of formulating public policies on personnel planning and training at the national level. Analysis of the case studies showed the risks of mismatch between skill supply and demand when the match is administered by a central program, because skill supply requires long-range planning, whereas demand is affected by short-run cyclical variations in export-oriented economies. The analysis also showed another problem that attends the application of modern advanced technology: the specificity of skills, so that enterprises that develop their own mixes of technology and skill may find it increasingly difficult to use external or government-sponsored training facilities at the national level. Finally, the studies pointed to the strategic importance of responsive and flexible training systems in order to avoid imbalances between skill supply and demand. (KC)

ED 301 642 CE 050 965

Nurse's Assistant: Task Analyses. Competency-Based Education.
Dinwiddie County Public Schools, VA.; Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 87
NOTE- 468p.; For the service area resource document, see CE 050 971.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($25.88).
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Behavioral Objectives; *Competency Based Education; Course Content; Course Organization; Job Skills; Learning Activities; *Nurses Aides; *Nursing Education; Postsecondary Education; Secondary Education; State Curriculum Guides; *Task Analysis; Vocational Education
IDENTIFIERS- Virginia

These task analyses are designed to be used in combination with the "Health Occupations Education Service Area Resource" in order to implement competency-based education in the nurse's assistant program in Virginia. The task analysis document contains the task inventory, suggested task sequence lists, and content outlines for Nursing Assistant I and II. Section 1 of this publication contains a validated task inventory for nursing assistant. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. Section 2 provides descriptions of the Nursing Assistant I and II courses. Included with each course description is a task sequence list, which provides a suggested order of the task inventory for actual instruction, and course content outlines. The instructional topics within the outlines have been cross-referenced with the corresponding task/competency codes from the task inventory in section 1. Also included in this document are a bibliography and list of references (totaling 49 citations), lists of audiovisual publishers' addresses, and a list of tools and equipment. (KC)

ED 301 643 CE 050 968

Task Listing for Introduction to Health Occupations. Competency-Based Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.; Virginia Association of Allied Health Professions.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 87
NOTE- 91p.; For the service area resource document, see CE 050 971.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($4.79).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; *Competency Based Education; Course Content; Course Organization; First Aid; Job Skills; Learning Activities; Medical Services; *Occupational Information; Postsecondary Education; Secondary Education; State Curriculum Guides; *Task Analysis; Vocational Education
IDENTIFIERS- Virginia

This task listing is designed to be used in combination with the "Health Occupations Education Service Area Resource" in order to implement competency-based education in health occupations programs in Virginia. The task listing contains four major sections: (1) content/concept areas; (2) program and course description; (3) content outline; and (4) appendixes. Each content/concept area contains related validated tasks. The purpose and general description of the course, including suggested grade levels, are provided. The course outline, arranged topically, gives educators a guide to areas to be covered in the course, including the health care industry, the health care worker, health careers, regulation, safety, epidemiology, the health care consumer, first aid, and cardiopulmonary resuscitation. The appendixes contain a sample of an occupational area outline, a health careers list, information on health regulatory boards, and an abbreviated course outline for administrators. (KC)

ED 301 644 CE 050 971

Health Occupations Education Service Area Resource.
Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 84
NOTE- 88p.; For related documents, see CE 050 965, CE 050 968, CE 051 001, and CE 051 410.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Classroom Techniques; *Competency Based Education; Course Content; Course Organization; *Instructional Materials; Job Skills; Learning Activities; Material Development; *Occupational Information; Postsecondary Education; *Recordkeeping; Secondary Education; State Curriculum Guides; Student Organizations; Task Analysis; Teaching Methods; Vocational Education
IDENTIFIERS- Health Occupations Students of America; Virginia

This resource is intended to aid in the development of competency-based instructional materials for the health education program in Virginia. This resource is divided into four sections. Section I provides specific information concerning the nature of health occupations and references to sources listing places of employment, training, qualifications, employment outlook, working conditions, and salary. Section II contains information about the role of student organizations in vocational education and about the activities of the Health Occupations Students of America. Several sample classroom management and delivery systems are described in section III; these field-tested systems are intended to assist the teacher in using competency-based materials in the classroom. Section IV describes sample class and individual recording systems.

Procedures for using the competency profiles are included. (KC)

ED 301 645 CE 051 001

Task Listing for Respiratory Therapy Assistant. Competency-Based Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.; Virginia Association of Allied Health Professions.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 86
NOTE- 44p.; For the service area resource document, see CE 050 971.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Behavioral Objectives; *Competency Based Education; Course Content; Course Organization; Job Skills; Learning Activities; Postsecondary Education; *Respiratory Therapy; State Curriculum Guides; *Task Analysis; Vocational Education
IDENTIFIERS- Virginia

This instructional task listing is designed to be used in combination with the "Health Occupations Education Service Area Resource" in order to implement competency-based education in the respiratory therapy assistant program in Virginia. The task listing contains three major sections: (1) duty areas; (2) a program description; and (3) a content outline. Each duty area contains related validated tasks. In addition, enabling objectives are identified for each task. The purpose and a general description of the course are included in the program description. The content outline provides a guide illustrating areas to be covered in the course, including the use of equipment, infection control standards, and clerical and communications assistance. (KC)

ED 301 646 CE 051 003

Masonry: Task Analyses. Competency-Based Education.
Arlington County Public Schools, Va.; Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 85
NOTE- 192p.; For the service area resource document, see CE 051 404.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($10.95).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Building Trades; *Competency Based Education; Construction (Process); Course Content; Course Organization; Job Skills; Learning Activities; *Masonry; Postsecondary Education; Secondary Education; State Curriculum Guides; *Task Analysis; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Virginia

These task analyses are designed to be used in combination with the "Trade and Industrial Education Service Area Resource" in order to implement competency-based education in the masonry program in Virginia. The task analysis document contains the task inventory, suggested task sequence lists, and content outlines for the secondary courses Masonry I and II. Section 1 of this publication contains a validated task inventory for masonry. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. Section 2 provides descriptions of the secondary program and courses in masonry. Included with each course description is a task sequence list, which provides a suggested order of the task inventory for actual instruction, and course content outlines. The instructional topics within the outlines have been cross-referenced with the corresponding task/competency codes from the task inventory in Section 1. Also included in this document are a bibliography, list of tools and equipment, suggested audiovisual aids, suggested masonry projects, and an instructional management system checklist. (KC)

Cosmetology: Task Analyses. Competency-Based Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 85
NOTE- 273p.; For the service area resource document, see CE 051 404.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($15.51).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; *Cosmetology; Course Content; Course Organization; Job Skills; Learning Activities; Postsecondary Education; Secondary Education; State Curriculum Guides; *Task Analysis; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Virginia

These task analyses are designed to be used in combination with the "Trade and Industrial Education Service Area Resource" in order to implement competency-based education in the cosmetology program in Virginia. The task analysis document contains the task inventory, suggested task sequence lists, and content outlines for the secondary courses Cosmetology I and II. Section 1 of this publication contains a validated task inventory for cosmetology. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. Section 2 provides descriptions of the cosmetology program. Included with each course description is a task sequence list, which provides a suggested order of the task inventory for actual instruction, and course content outlines. The instructional topics within the outlines have been cross-referenced with the corresponding task/competency codes from the task inventory in Section 1. Also included in this document are a bibliography, duty area checklists, and addresses of audiovisual suppliers. (KC)

ED 301 648 CE 051 005

Industrial Arts Instructional Tasks/Competencies for Metals Technology. Competency-Based Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.; James Madison Univ., Harrisonburg, Va.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 85
NOTE- 153p.; For related documents, see CE 051 406 and CE 051 414.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($8.57).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; Course Content; Course Organization; Industrial Arts; Job Skills; Learning Activities; *Metals; *Metal Working; Postsecondary Education; Secondary Education; Shop Curriculum; State Curriculum Guides; *Task Analysis; Vocational Education
IDENTIFIERS- Virginia

This instructional task/competency package is designed to be used in combination with the "Industrial Arts Guide to CBE Implementation" in order to implement competency-based education (CBE) in the metals technology program in Virginia. The task/competency package contains suggested task sequence lists, content outlines, and task/competency information for the specific courses Metals Technology I and II. Part 1 of this publication contains a description of the industrial arts program and course descriptions, instructional task/competency lists, and content outlines for Metals Technology I and II. The task/competency lists include the minimum tasks/competencies identified for inclusion in the courses, listed in a suggested order of instruction. The content outlines correspond with the task/competency lists in content and sequencing. Part 2 contains information for instruction in each of the tasks/competencies in part 1. The following information is provided for each task/competency: appropriate program and course designation, performance and enabling objectives, a criterion-referenced measure, and suggested activities. A bibliography and list of audiovisual aids complete the document. (KC)

ED 301 649 CE 051 006

Forestry in Agricultural Education in Virginia.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 85
NOTE- 217p.; For related documents, see CE 051 405 and 407.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($12.02).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; Behavioral Objectives; *Competency Based Education; Course Content; Course Organization; *Forestry; *Forestry Occupations; Job Skills; Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; State Curriculum Guides; *Task Analysis; Vocational Education
IDENTIFIERS- Virginia

This publication is designed to support competency-based instruction in the sections of Natural Resources Management courses in Virginia devoted to forestry. It should be coordinated with both the "Task Analyses for Natural Resources Management" and the "Agricultural Education Service Area Resource." This guide contains 16 units, representing an expansion of the tasks/competencies identified in the natural resources task analyses guide. Each unit consists of a task analysis and a suggested lesson plan. The unit task analyses contain the following: one or more performance objectives that identify the competency to be achieved, the minimum standard of achievement, and the conditions under which the performance will be evaluated; enabling objectives; a criterion-referenced measure for each performance objective; and suggested instructional activities, audiovisual materials, and references. The suggested lesson plan is based on the task analysis and is presented in outline form, with four major sections: preparation, presentation, application, and evaluation. A bibliography and resource list providing 97 citations is provided. (KC)

ED 301 650 CE 051 020

Warr, Peter
Work, Jobs and Unemployment. Item 8.
Australian Council for Educational Research, Hawthorn.; New Zealand Council for Educational Research, Wellington.
PUB DATE- 88
NOTE- 5p.; SET provides leaflets and brief reports designed for a quick read.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Attitude Change; *Dislocated Workers; *Employment Problems; Foreign Countries; Job Layoff; Labor Economics; *Mental Health; *Psychological Characteristics; Psychological Needs; *Unemployment

Unemployment can be studied in regard to its relationship to the psychological health of unemployed persons. Although the relationship is generally perceived as negative, some people suffer fewer negative consequences of unemployment than others. Potentially negative aspects of unemployment include reduced income, life restrictions, fewer goals, smaller scope for decision making, diminished opportunity to develop and use skills, an increase in psychologically threatening activities, insecurity about the future, restricted range of interpersonal contact, and changes in social position. Factors influencing the impact of unemployment include employment commitment, age, length of unemployment, social class, and sex differences. In addition, some jobs have "bad" components that make some workers better off unemployed--so-called "good" unemployment. Since unemployment is likely to be high in the future, some people may have to reconstruct their perceptions of unemployment to move into "good" unemployment, overcoming some of the negative features of unemployment by attitude change. Job restructuring such as part-time work and job sharing also may help to mitigate the impact of unemployment, but will require attitude change. (KC)

ED 301 651 CE 051 178

Business Education Service Area Resource. Competency-Based Education.
Arlington County Public Schools, Va.; Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.; Virginia Polytechnic Inst. and State Univ., Blacksburg.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 84
NOTE- 139p.; For related documents, see CE 051 181 and CE 051 409.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($10.38).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; Classroom Techniques; *Competency Based Education; Course Content; Course Organization; *Instructional Materials; Job Skills; Learning Activities; Material Development; *Occupational Information; *Office Occupations Education; Postsecondary Education; *Recordkeeping; Secondary Education; State Curriculum Guides; Student Organizations; Task Analysis; Teaching Methods; Vocational Education
IDENTIFIERS- Future Business Leaders of America; Virginia

This resource is intended to aid in the development of competency-based instructional materials for the business education program in Virginia. This resource is divided into four sections. Section I provides specific information concerning the nature of business occupations and references to sources listing places of employment, training, qualifications, employment outlook, working conditions, and salary. Section II contains information about the role of student organizations in vocational education and about the activities of the Future Business Leaders of America. Several sample classroom management and delivery systems are described in section III; these field-tested systems are intended to assist the teacher in using competency-based materials in the classroom. Section IV describes sample class and individual recording systems. Procedures for using the competency profiles and a bibliography are included. (KC)

ED 301 652 CE 051 180

Endo, Paula; Morrell, Linda

Commercial Photography: Task Analyses. Competency-Based Education.
Arlington County Public Schools, Va.; Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 85
NOTE- 325p.; For the service area resource document, see CE 051 404.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($18.18).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; Course Content; Course Organization; Job Skills; Learning Activities; *Photography; Postsecondary Education; Secondary Education; State Curriculum Guides; *Task Analysis; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Virginia

These task analyses are designed to be used in combination with the "Trade and Industrial Education Service Area Resource" in order to implement competency-based education in the commercial photography program in Virginia. The task analysis document contains the task inventory, suggested task sequence lists, and content outlines for the courses in commercial photography. Section 1 of this publication contains a validated task inventory for commercial photography. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. Section 2 provides descriptions of the secondary program and courses for commercial photography. Included with each course description is a task sequence list, which provides a suggested order of the task inventory for actual instruction, and course content outlines. The instructional topics within the outlines have been cross-referenced with the corresponding task/competency codes from the task inventory in Section 1. Throughout the guide, resources are suggested. The appendixes provide 26 pages of resource lists, including references to books, photographic series, periodicals, professional associations, audiovisual materials, and supplies and equipment. Also appended is a photograph critique checklist. (KC)

Office Supervision and Management: Task Analyses. Competency-Based Education.
Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 85
NOTE- 97p.; For the service area resource document, see CE 051 178.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($7.46).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; Course Content; Course Organization; Job Skills; Learning Activities; *Office Management; *Office Occupations Education; Postsecondary Education; Secondary Education; State Curriculum Guides; Supervisory Training; *Task Analysis; Vocational Education
IDENTIFIERS- Virginia

These task analyses are designed to be used in combination with the "Business Education Service Area Resource" in order to implement competency-based education in the office supervision and management program in Virginia. The task analysis document contains the task inventory, suggested task sequence lists, and content outlines for the specific courses in office supervision and management. Section 1 of this publication contains a validated task inventory. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. Section 2 provides descriptions of the business education program and program options for office management and supervision. Included with each course description is a task sequence list, which provides a suggested order of the task inventory for actual instruction, and course content outlines. The instructional topics within the outlines have been cross-referenced with the corresponding task/competency codes from the task inventory in section 1. Also included in the guide is a reference list of seven pages. (KC)

ED 301 654 CE 051 210

Zambon, Franco

A Systematic Case Study of the Course, Offshore Survival Systems Training, To Improve the Practice of Marine Survival Training.

PUB DATE- Sep 88
NOTE- 166p.; Ed.D. research project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Accidents; Adult Education; *Course Evaluation; Curriculum Evaluation; Fuels; *Maritime Education; *Occupational Safety and Health; *Petroleum Industry; Pretests Posttests; *Program Effectiveness; Program Evaluation; Rescue; *Safety Education; Work Environment
IDENTIFIERS- *Offshore Drilling; Survival Training

A major applied research project evaluated the effectiveness of a novel course, Offshore Survival Systems Training. The major course outcome that was evaluated was the increase in frequency with which offshore personnel correctly launched the covered powered survival craft on offshore drilling rigs. The evaluation methodology included the 628 written and performance pretest and posttest records of course graduates as well as 231 written and 63 performance retest scores gathered by supervisors on offshore installations. This method replaced the conventional, but costly evaluation of marine survival training by inquiry into casualties. The mean written posttest score was 95.07, and 100 percent of the students successfully launched the survival craft. At least three months after the training, the company-wide percentage of those who could still launch the craft was 77.8 percent. The mean written retest score was 88.01. The per capita cost of the course was $241, or excluding travel and per diem expenses, $71. The increase in successful launches from 10 to 77.8 percent and the increase in knowledge of marine survival from 50.28 to 88.01 were concrete benefits. Recommendations were that (1) all new employees should undergo this training and (2) the selection criteria for employee retention should include the posttest scores. A 69-item bibliography is included. The appendices provide the written retest and the instructions for the performance and the written retests. (YLB)

ED 301 655 CE 051 224

Nebraska's Ag in the Classroom. Learning Activities.

Nebraska State Dept. of Agriculture, Lincoln.; Nebraska State Dept. of Education, Lincoln.; Nebraska Univ., Lincoln. Inst. of Agriculture and Natural Resources.

PUB DATE- 88
NOTE- 170p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; Elementary Education; *Elementary School Curriculum; *Food; *Integrated Activities; Integrated Curriculum; Learning Activities; Social Studies

This publication contains 22 activities that have been developed to help teachers and students become more aware of, appreciate, and understand the food and fiber production system and its role in the economy and society. Teachers are intended to select activities appropriate to their students' abilities and interests. Each activity contains the following: suggested grade level; subject area(s); background information pertaining to activity; resource addresses to obtain more information pertaining to activity; suggested procedures to use with the materials; additional activities to reinforce or supplement; reproducible worksheets and activity sheets for student use; and answer keys for immediate feedback. Contents include Alfalfa to Zucchini; All About Popcorn; Cattle Chatter; Corny Words; Do You Need the Soil?; A Farm Animal from Wheat; From Hen to Home; Getting to the Core; Grain Sorghum; Liquid Measurement Cow; The Living Soil; The Not So Simple Spud; Oh Shucks; Our Farm Friends; Pig Math; Planting Potatoes and Other Plants; Seeds, Seeds, Seeds; Sheep are Ewe-nique; Spelling Milk Pails; Soybean Math; The Wheat Game; and That Wonderful Beef. A final folder contains a listing of library books and provides resource materials for teacher use. (YLB)

ED 301 656 CE 051 291

Copa, George H.; Johnson, Marilyn A.
Vocational Education and High School Graduation Requirements.
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.
PUB DATE- Sep 88
NOTE- 148p.
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Credits; Educational Needs; *Educational Policy; *Educational Practices; *Graduation Requirements; High Schools; Required Courses; *State Standards; *Vocational Education
IDENTIFIERS- *Minnesota; Ohio; Virginia; Washington

A study investigated the ways in which vocational education is related to high school graduation requirements in Minnesota and several other states (Ohio, Virginia, and Washington). A review of literature showed the historic development of high school graduation requirements, the role of vocational education in secondary schools today, and vocational education's relationship to graduation requirements. Data for the study were collected through extensive telephone and in-person interviews at state offices and selected local school sites in Minnesota and the other states. Review of the data revealed a variety of ways in which vocational education related to high school graduation requirements. For example, in many cases, vocational agriculture or principles of technology courses were used to meet the state-mandated science requirements. Some schools discovered problems with such an arrangement because of confusion over whether academic or vocational teachers should teach such courses. Another option was to have academic teachers teach applied mathematics, science, and communications courses, rather than use vocational courses to meet graduation requirements. Concerns were voiced in several areas that increased graduation requirements would draw students away from vocational education, unless ways were found to use vocational education to meet requirements or to rewrite requirements in terms of competencies rather than credit hours. Policy questions regarding evaluation of vocational education courses were raised. Twenty-nine references are listed; the survey form and interview protocols are appended. (KC)

ED 301 657 CE 051 327

Perlman, Laura; Kane, Matt
AFL-CIO Training and Education Conference Proceedings (Baltimore, Maryland, December 3-5, 1986).
American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.
PUB DATE- Dec 86
NOTE- 33p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Collective Bargaining; *Educational Needs; Educational Practices; Employer Employee Relationship; Futures (of Society); *Job Training; *Labor Education; Needs Assessment; *Negotiation Agreements; Program Development; Program Implementation; Unemployment; *Unions
IDENTIFIERS- *AFL CIO

In its ongoing study of changes in the situation of workers and unions, the AFL-CIO Executive Council's Committee on the Evolution of Work determined that information on job training and jobs is a top priority for today's workers. The AFL-CIO Training and Education Conference was planned in an effort to respond to this need. The conference brought together some 250 union representatives who are involved in carrying out labor's commitment to worker training and education. More than 30 unions from the building trades, industry, and the public and service sectors were represented. At the general sessions, union and federation leaders and experts from universities, the U.S. Department of Labor, and national organizations with job and training concerns discussed a broad range of education and training issues. A total of 24 workshops were held (including 6 on negotiating for effective training and 6 on training for the unemployed). The principal conclusion of the conference was the importance of negotiating contract language that addresses the education and training needs of union members. Another central conclusion was the prime importance of learning in the workplace. (This report includes summaries of each of the speakers' reports and the 24 conference workshops.) (MN)

ED 301 658 CE 051 353

National Conference on Critical Issues in Competency-Based Testing for Vocational-Technical Education (Nashville, Tennessee, April 11-13, 1988). Conference Notebook.

Vocational Technical Education Consortium of States, Decatur, GA.

PUB DATE- Apr 88
NOTE- 279p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports -

Research/Technical (143)
DESCRIPTORS- *Competency Based Education; Computer Oriented Programs; *Criterion Referenced Tests; Databases; Field Tests; *Legal Responsibility; Occupational Tests; Postsecondary Education; Scores; Secondary Education; Task Analysis; Technical Education; *Test Construction; Test Items; *Test Validity; *Vocational Education
IDENTIFIERS- Florida; Oklahoma; Pennsylvania

This notebook contains the following conference presentations: "Identifying and Validating Task Lists by Business and Industry for Test/Test Item Development" (Charles Losh); "Conducting a Task Analysis for Competency-Based Test Item Development" (Brenda Hattaway); "Writing and Reviewing Test Items: Multiple Choice, Matching, Performance" (Ora Kromhout); "Managing the Development of a Computerized Test Item Bank" (Fred Reneau); "Field Testing Strategies" (Barbara Hinton); "Managing Test Results: Scoring, Reporting Results, and Interpreting Data" (Chris Olson); "Legal Issues concerning Competency-Based Testing" (Thomas H. Fisher); "Occupational Testing--What We Do in Oklahoma" (Brenda Stacy); "Pennsylvania Skills Certificate" (Bill Reilly); "Florida's Testing Program" (Warren Harrell); "V-TECS Test Item Banks" (Brenda Hattaway, Ron McCage); and "Constructing a Competency-Based Test" (John Horton). The conference agenda, a description of the conference sessions, information about the presenters, and the conference evaluation survey form are included. (MN)

ED 301 659 CE 051 380

Hesse, Cindy G.; Nijhof, Wim J.
Cost-Effectiveness of Two Methods of Job Analysis.
PUB DATE- 28 Nov 88
NOTE- 25p.; Paper presented at the Annual Conference of the American Vocational Association (St. Louis, MO, December 1-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; *Evaluation Methods; *Job Analysis; *Publishing Industry; Secondary Education; *Task Analysis; *Vocational Education
IDENTIFIERS- *DACUM Process

A three-phase study was conducted to compare the cost-effectiveness of two methods for determining job profiles in the publishing business and book trade--the task inventory and the Developing a Curriculum (DACUM) process. In phases 1 and 2, the task inventory and DACUM approaches were used to identify future changes in the technology used in the publishing industry and the resultant changes in jobs in the industry. The task inventory and DACUM approaches were then compared in phase 3. Both methods realized their planned results. The DACUM process required less staff time (17.2 versus 47 days). Furthermore, the task inventory demanded research personnel who were unnecessary for the DACUM workshops. However, DACUM requires more money for accommodation and travel expenses. Although both methods achieved their goals, there were subtle differences between them. Both DACUM and the task inventory gave good overall pictures of the occupation. Yet DACUM made the new technology in the publishing occupations more visible. Moreover, the task inventory required more time and costs than did the DACUM method. Since efficiency is a key element of cost-effectiveness and since the the DACUM method proved to be the more efficient method, it can be considered more cost-effective than task analysis. (MN)

ED 301 660 CE 051 390

Wendell, Robert
Teaching Adults More Effectively. Techniques.
PUB DATE- Nov 88
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Adult Education; *Adult Learning; Adults; Andragogy; *Classroom Techniques; Cognitive Style; Educational Philosophy; Educational Planning; *Learning Strategies; *Learning Theories; Lesson Plans; *Teaching Methods

Teaching adults more effectively is a concern common to business, industry, professionals, and educators. An examination of research dealing with effective teaching shows that six functions can be identified and followed as steps in the instruction of adults: (1) review of previous learning and skills; (2) initial presentation of material through an overview; (3) guided practice; (4) corrective feedback from the instructor; (5) independent work by the students; and (6) frequent review of material. These six teaching functions serve as organizers for planning and conducting continuing education for adults. The sequence is easily applied to adult needs and provides opportunities for more positive self-development through skill demonstration. At each step, adults are reinforced with the successful accomplishment of tasks, leading to good feelings about learning and reinforcing motivation to learn. (KC)

ED 301 661 CE 051 394

Waigandt, Alex; Chang, Jane
Nurse Practitioner Pharmacology Education.
PUB DATE- 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Course Content; *Dental Schools; Higher Education; Medical Education; *Medical Schools; Medical Services; *Nurse Practitioners; *Nursing Education; *Pharmaceutical Education; Pharmacology; Pharmacy; Program Improvement

A study compared the pharmacology training of nurse practitioner programs with medical and dental programs. Seventy-three schools in 14 states (40 nurse practitioner programs, 19 schools of medicine, and 14 schools of dentistry) were surveyed by mailed questionnaire about the number of hours devoted to the study of pharmacology. The major findings were that significant differences exist among the three school types on instructional hours spent on basic pharmacological principles, central nervous system depressants and stimulants, psychopharmacology, drug effects on the nervous system, cardiovascular agents, endocrine agents, chemotherapy, and poisons and antidotes. In most cases, medical schools spent more time in these areas than either dental or nurse practitioner programs, and dental schools often spent more time than nurse practitioner programs. No statistically significant differences were found among the three schools in ocular pharmacology, respiratory and gastrointestinal tract agents, and drug interactions. The study concluded that if nurse practitioners are to become independent professionals, they need the right to prescribe medications, and that if they are going to exercise that right, nurse practitioner programs must increase both total hours and various content areas in pharmacology. (KC)

ED 301 662 CE 051 395

Case Management with At-Risk Youth.
Brandeis Univ., Waltham, MA. Center for Human Resources.; National Youth Practitioners' Network.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- 88
NOTE- 17p.; Document contains colored print on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Agency Cooperation; *Caseworker Approach; Cooperation; Cooperative Programs; Coordination; Delinquency; *Disadvantaged Youth; Employment Programs; *High Risk Persons; *Referral; *Social Services; Youth Employment; *Youth Programs
IDENTIFIERS- *Case Management

This issue attempts to provide some initial answers to questions about the use of case management in serving disadvantaged youth. "Case Management with At-Risk Youth" presents some basic lessons synthesized from a review of case management in employment programs and in services for teenage parents, the elderly, and the developmentally disabled. It attempts to describe some important ingredients for case management and some key steps common to case management systems. The second article, "The BEEP (Boston Education and Employment Program) Collaborative: A Case Management Partnership for Court-Involved Youth," offers a counterpoint to the first article. It is an interview with Leo Delaney, a Boston-based practitioner who, in 1984, founded a case management program for court-involved youth. The conversation with Delaney focuses on the issue of how to make case management work and how to create a multi-institutional system that guarantees youth access to services from a variety of agencies when they need them. Delaney's answers come from his experience with one approach--a providers' collaborative that developed a common referral system and clear agreements on access to the services of a number of employment, education, and social service agencies. "CHR Notes" describes some comprehensive programs for disadvantaged youth. (YLB)

ED 301 663   CE 051 397

Lisack, J. P.; Shell, Kevin D.

Critical Changes Ahead: Demographic, Technological, Socio-Economic with Emphasis on Multi-Culturalism in the Workplace--Opportunities and Challenges. Manpower Report 88-8.

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.
PUB DATE- 16 Nov 88
NOTE- 38p.; A presentation for the Purdue University Supervisory Development Program, Division Specific Series. Legibility may be affected by colored paper and occasionally burred print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Education; Adult Literacy; Basic Skills; Blacks; Demand Occupations; *Demography; Educational Needs; *Education Work Relationship; *Employment Projections; *Entry Workers; *Futures (of Society); Job Training; Mathematics Instruction; Population Trends; Postsecondary Education; Retraining; Science Instruction; Secondary Education; *Technological Advancement; Vocational Education
IDENTIFIERS- *Indiana

This report is an overview of the changes occurring in society and the workplace today, with a prediction of how those changes will affect employment in the future in the United States and especially in Indiana. The report is organized in five sections. The first section summarizes the demographic, economic, and social changes that are presently occurring, and the second section focuses on managing the diversity that these changes have brought to the workplace. In the third section, the emphasis is on demographics and education, with discussion of school populations at each level, higher education attendance, the education of blacks, and census data on the effects of higher education. Much of the data is specific to Indiana, although the trends are projected nationwide. The fourth section discusses jobs and qualifications, outlining the problem of mismatch between young workers' skills and the demands of employers. Note is taken of the need for more academic education, especially in science and mathematics. The final section projects the changes and trends discussed in the first four sections into the future, addressing the changing labor force and literacy levels, employment policies, and predictions about the work force of the year 2000. Tables, charts, and illustrations are included. (KC)

ED 301 664 CE 051 398

Hultz, Brian M.; And Others
Screening Job Applicants: Recruiter Decision Strategies.
Michigan State Univ., East Lansing. Collegiate Employment Research Inst.
PUB DATE- Oct 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; *Competitive Selection; Employment Interviews; Employment Opportunities; Higher Education; *Personnel Selection; *Recruitment

A project explored the process by which recruiters used information to make decisions on whom to interview. Data were collected from recruiters seeking candidates in electrical engineering, computer science, business, accounting, and social sciences/liberal arts, including communications. Recruiters relied heavily on major grade point average (GPA) and communication skills to determine whether candidates should be selected for an interview. The two factors used least often were sex of applicant and course content. The gender variables did not appear to influence the recruiters' decisions significantly. When comparing the characteristics recruiters reported using and the characteristics they actually used, recruiters believed they were using a wide variety of factors with relatively equal weights. In actuality, they primarily relied on major GPA and communication skills when making decisions. Business recruiters tended to have the best match between what they reported using and what they actually used. Recruiter experience did not provide any useful insights into the recruiter's ability to use factors in a fair and reliable manner across applicants. (YLB)

ED 301 665 CE 051 399

Nurse Practitioners, Physician Assistants, and Certified
  Nurse-Midwives: A Policy Analysis. Health Technology Case Study 37.
**Congress of the U.S., Washington, D.C. Office of Technology
  Assessment.**
REPORT NO.- OTA-HCS-37
PUB DATE- Dec 86
NOTE- 90p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing
  Office, Washington, DC 20402.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Cost Effectiveness; Financial Policy;
  Financial Problems; *Health Insurance; *Medical Care Evaluation;
  *Nurse Practitioners; *Obstetrics; Patients; Physicians;
  *Physicians Assistants
IDENTIFIERS- Health Care Costs

This case study was conducted to analyze the cost-effectiveness of nurse practitioners (NPs), physicians' assistants (PAs), and certified nurse midwives (CNMs) by examining (1) the contributions of each group in meeting health-care needs; (2) the effect of changing the method of payment for their services on the health-care delivery system; and (3) the effects of changing the payment method on the health care costs of patients, third-party payers, and society. Chapter 1 summarizes the case study and defines and describes NPs, PAs, and CNMs. Chapter 2 reviews studies comparing the care provided by these practitioners with that provided by physicians as well as studies that gauge patients' satisfaction with physicians' acceptance of the care provided by these three groups. Chapter 3 considers access to health care; and chapter 4 focuses on productivity, costs, and employment. Chapter 5 analyzes the implications of various payment modifications for the employment and practice of NPs, PAs, and CNMs and for health care costs; examines the effects new developments could have on the three groups; and assesses how payment modifications might influence the roles of these practitioners and the costs of health care. Appendixes describe the methodology of the study, provide a detailed description of payment for services by third-party payers in the public and private sectors, and list 268 references. (KC)

ED 301 666 CE 051 401

Youth: 2000, A Call to Action. Report on a National Leadership Meeting (Washington, D.C., June 10, 1986).

National Alliance of Business, Inc., Washington, D.C.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Department of Labor, Washington, D.C.
REPORT NO.- ISBN-0-88713-714-8
PUB DATE- 86
NOTE- 41p.; Photographs will not reproduce well.
AVAILABLE FROM- National Alliance of Business, 1201 New York Avenue, NW, Washington, DC 20005.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTORS- *Educational Needs; Educational Trends; *Education Work Relationship; Employment Patterns; *Employment Problems; *Employment Projections; Entry Workers; *Futures (of Society); Labor Needs; Labor Supply; Literacy; Postsecondary Education; Public Policy; Secondary Education; Social Change; *Technological Advancement; Unemployment; Vocational Education

This report describes and summarizes the discussion at a national leadership meeting conducted by the National Alliance of Business. The meeting focused on the complex and challenging economic, social, and educational issues facing today's youth. Participants included business executives, foundation presidents, mayors, state legislators, county commissioners, educators, employment specialists, and civil rights, labor, and social policy leaders. Themes that arose from presentations and round-table discussions included the following: (1) a "window of opportunity" with the number of jobs expected to grow faster than the number of young people by the year 2000; (2) worker preparation; (3) literacy; (4) higher expectations for schools; (5) collaboration among education, employment, and social service providers; (6) goals for the year 2000; and (7) a call to action. A list of participants is included. (KC)

ED 301 667   CE 051 402

Krajnc, Ana
Social Isolation and Learning Effectiveness in Distance Education.
ZIFF Papiere 71.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Jun 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Access to Education; *Distance Education; *Educational Attitudes; Foreign Countries; High School Equivalency Programs; Interpersonal Competence; *Participant Satisfaction; Postsecondary Education; *Program Effectiveness; Social Influences; *Social Isolation; *Teacher Student Relationship
IDENTIFIERS- Yugoslavia (Slovenia)

Several studies of distance education in Slovenia (Yugoslavia) have been conducted. Questionnaires and individual in-depth interviews were the most frequently used tools. In the studies, the relationship between social isolation and efficiency in distance education was observed through three sets of variables: (1) two different concepts of education and learners' perception of social isolation; (2) types, quality, and quantity of social relations and impact of social isolation on distance education; and (3) individual psychological characteristics in relation to the impact of social isolation on the effectiveness of distance education. Although the studies are not directly comparable, they lead to several basic findings (which cannot be generalized). For example, review of the studies showed that the learners' approach to education can predetermine their expectations. Learners who feel they must be taught are more likely to feel deprived of social relations if they study at a distance, whereas learners who have self-confidence and believe they can get the knowledge by themselves function effectively. Learners who lack good social relationships also may not function effectively in distance education. Finally, learners with low self-confidence appreciate distance education because they do not have to perform in front of peers. (KC)

ED 301 668 CE 051 404

Trade and Industrial Education Service Area Resource. Competency-Based Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.

PUB DATE- 84

NOTE- 153p.; For related documents, see CE 051 003-004 and CE 051 180.

AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($7.41).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Career Education; *Classroom Techniques; Competency Based Education; *Material Development; *Occupational Information; Postsecondary Education; *Recordkeeping; Student Organizations; Student Records; *Trade and Industrial Education

This resource contains all available occupational, student organization, classroom management, and competency documentation information for those trade and industrial programs taught in Virginia. Its primary purpose is to assist teachers and curriculum specialists in developing instructional materials that meet competency-based education (CBE) standards and requirements for vocational and adult programs. Section I on occupational information provides specific information concerning the occupational nature of the work and references to sources listing places of employment, training, qualifications, employment outlook, working conditions, and salary. Section II provides information about the role of student organizations in vocational education and about the specific activities of the Vocational Industrial Clubs of America. Section III illustrates samples of classroom management systems developed by teachers incorporating competency-based vocational education techniques into their courses and programs, including lesson plans, student task sheets, learning contracts, self-contained learning systems, and task board management system. Section IV contains information on the characteristics of grading and recording systems for CBE. It contains sample classroom, permanent record, and recording systems, including an example of the newly developed Virginia Trade and Industrial Instructional Management System. (YLB)

ED 301 669 CE 051 405

Natural Resources Management: Task Analyses. Competency-Based Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.; James Madison Univ., Harrisonburg, Va.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 85
NOTE- 630p.; For related documents, see ED 300 574 and CE 051 407.
GRANT- 131-79-2
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($35.01).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Behavioral Objectives;

Community Colleges; Competency Based Education; *Course Content; Criterion Referenced Tests; *Job Skills; Learning Activities; *Natural Resources; Postsecondary Education; *Task Analysis

This task analysis guide is intended to help teachers and administrators develop instructional materials and implement competency-based education for natural resources management courses in the agricultural resources program. Section 1 contains a validated task inventory for natural resources management. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. In this section, tasks are arranged by worker content/concept areas only, and no attempt is made to sequence tasks in instructional order. Section 2 provides a description of the natural resources management programs and courses that incorporate natural resources management. These materials follow: a description of the courses, a task sequence list that provides a suggested order of the task inventory for the actual course instruction, and a course content outline. The instructional topics within the course content outline have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. Appendixes include listings of books and selected teaching materials, audiovisual materials, publishers' addresses, and additional equipment and tools. (YLB)

ED 301 670   CE 051 406

Industrial Arts Guide to CBE Implementation. Competency-Based Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.

PUB DATE- 84

NOTE- 108p.; For related documents, see CE 051 005 and CE 051 414.

AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($6.12).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Career Education; Career Exploration; *Classroom Techniques; *Competency Based Education; *Industrial Arts; *Material Development; Occupational Information; *Recordkeeping; Student Organizations; Student Records; Vocational Education

This implementation guide is intended to assist the teacher and curriculum specialist in developing instructional materials that are competency-based and meet competency-based education (CBE) standards and requirements for vocational and adult programs. Section I, Career Decision-Making Information, includes information related to career exploration, planning, and preparation. It addresses guidance services/resources, occupational options, occupational and educational information, and using the Virginia Vital Information Education Workshops (VIEW) Microfiche Deck to obtain occupational information. Section II, Student Organizations, provides information related to the role of student organizations in vocational education and specific activities of the American Industrial Arts Student Association. Section III, Classroom Management Systems, illustrates several samples of classroom management systems developed by teachers who incorporated competency-based vocational education techniques into their courses and programs. These systems are discussed: instructional unit plans for CBE, lessons plans, student project activity sheets, learning contracts, self-contained learning systems, and a personnel management system. Section IV, Recording Systems, contains information on the characteristics of grading and recording systems for CBE. This information is followed by sample recording system forms that may be reproduced for use by the classroom teacher. (YLB)

ED 301 671 CE 051 407

Agricultural Education Service Area Resource. Competency-Based Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.

PUB DATE- 84

NOTE- 167p.; For a related document, see ED 300 574.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agricultural Education; Career Education; *Classroom Techniques; Competency Based Education; *Material Development; *Occupational Information; Postsecondary Education; *Recordkeeping; Student Organizations; Student Records

This resource contains all available occupational, student organization, classroom management, and competency documentation information for agricultural education programs taught in Virginia. Its primary purpose is to assist teachers and curriculum specialists in developing instructional materials that meet competency-based education (CBE) standards and requirements for vocational and adult programs. Section I on occupational information provides specific information concerning the occupational nature of the work and references to sources listing places of employment, training, qualifications, employment outlook, working conditions, and salary. Section II provides information about the role of student organizations in vocational education and about the specific activities of the Future Farmers of America. Section III illustrates samples of classroom management systems developed by teachers incorporating competency-based vocational education techniques into their courses and programs, including lesson plans, student task sheets, learning contracts, and self-contained learning systems. Section IV contains information on the characteristics of grading and recording systems for CBE. It contains sample classroom, permanent record, and recording systems. (YLB)

ED 301 672 CE 051 409

Business Law: Task Analyses. Competency-Based Education.
Dinwiddie County Public Schools, VA.; Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 85
NOTE- 108p.; For a related document, see CE 051 178.
CONTRACT- VA-80-C-132-AD-001B
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($6.38).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Business Education; Community Colleges; Competency Based Education; *Course Content; Criterion Referenced Tests; *Job Skills; *Law Related Education; Laws; Learning Activities; Postsecondary Education; *Task Analysis
IDENTIFIERS- *Business Law

This task analysis guide is intended to help teachers and administrators develop instructional materials and implement competency-based education for a course in business law. Section 1 contains a validated task inventory for business law. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. In this section, tasks are arranged by worker content/concept areas only, and no attempt is made to sequence tasks in instructional order. Section 2 provides a description of the business education programs and program options that incorporate business law. These materials follow: a description of the courses, a task sequence list that provides a suggested order of the task inventory for the actual course instruction, and a course content outline. The instructional topics within the course content outline have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. A bibliography is followed by two appendixes: amplification of selected instructional activities and ordering addresses for brochures and audiovisual materials. (YLB)

ED 301 673 CE 051 410

Dental Aide: Task Analyses. Competency-Based Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.; Newport News Public Schools, Va.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 87
NOTE- 131p.; For a related document, see CE 050 971.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($11.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Behavioral Objectives; Community Colleges; Competency Based Education; *Course Content; Criterion Referenced Tests; *Dental Assistants; *Job Skills; Learning Activities; Postsecondary Education; *Task Analysis

This task analysis guide is intended to help teachers and administrators develop instructional materials and implement competency-based education in the dental aide program. Section 1 contains a validated task inventory for dental aide. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. In this section, tasks are arranged by worker duty area only, and no attempt is made to sequence tasks in instructional order. Section 2 provides a description of the dental aide program. These materials follow: descriptions of the dental aide I and II courses, task sequence lists that provide a suggested order of the task inventory for the actual course instruction, and course content outlines. The instructional topics within the course content outlines have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. A bibliography is followed by two appendixes: lists of suggested resources and additional references and a listing of equipment/supplies. (YLB)

ED 301 674 CE 051 411

Technology Education Program of Studies.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 86
NOTE- 79p.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($5.04).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architectural Drafting; Behavioral Objectives; Career Exploration; Communications; Curriculum; *Drafting; Electricity; *Electronics; Energy; Engineering Drawing; *Industrial Arts; *Manufacturing; Metal Industry; *Power Technology; Production Technicians; Secondary Education; Skills; Student Organizations; Task Analysis; *Trade and Industrial Education; Transportation

This guide presents a plan for the complete secondary school technology education curriculum approved by the Technology Education Service in Virginia. Intended users are vocational administrators, program designers, guidance counselors, teachers, and students. It presents a curriculum structure for technology education and a chart of technology education programs and course options. Descriptions of these middle/junior high school offerings (courses) are provided: A World of Choice--Careers and You; Introduction to Technology; Exploring Technology; and Industry and Enterprise. Each description includes purpose, grade level, unit of credit, prerequisites, selected course goals, and a task/competency list with corresponding content/concept. Approved high school programs and the individual courses are then described. The approved programs and numbers of course selections are communication technology (2 courses), drawing and design technology (3), electronics technology (2), power and transportation technology (2), principles of technology (2), and production technology (5). The descriptions contain the same components as do those of the middle/junior high school courses. Objectives and standards for the student organization are also provided. Resource lists are provided of guides and resources for the student organization (American Industrial Arts Student Association) and of textbook and teacher resources for the various courses. (YLB)

ED 301 675 CE 051 414

Industrial Arts Instructional Tasks/Competencies for Energy and Power. Competency-Based Education.

George Mason Univ., Fairfax, Va.; Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 85
NOTE- 132p.; For related documents, see CE 051 005 and CE 051 406.
CONTRACT- VA-82-C-AD001
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($7.05).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Course Content; Criterion Referenced Tests; Curriculum Development; Electric Motors; *Energy; Engines; *Industrial Arts; *Job Skills; *Power Technology; Task Analysis

This instructional task/competency package is designed to help teachers and administrators in developing competency-based instructional materials for an energy and power course. Part 1 contains a description of the industrial arts program and a course description, instructional task/competency list, and content outline for energy and power. The task/competency list includes the minimum tasks/competencies identified for inclusion in the course, listed in a suggested order of instruction. The content outline corresponds with the task/competency list in content and sequencing. However, within the outline, tasks are identified in topical form and related tasks are grouped into broader topics of instruction. Part 2 contains information in each of the tasks/competencies identified in Part 1. The following information is provided for each task/competency: appropriate program and course designation, performance and enabling objectives, a criterion-referenced measure, and suggested activities and aids for instruction. The six major content/concept areas for energy and power into which the tasks/competencies are grouped are introducing power, exploring thermal power, exploring pneumatics, exploring hydraulics, exploring electric motors, and exploring motor controls. Appendixes include listings of information and resources and of audiovisual materials. (YLB)

ED 301 676 CE 051 415

The Educational Opportunities for Young Foreigners in the Federal Republic of Germany.

Inter Nationes, Bonn (West Germany).

PUB DATE- 88
NOTE- 32p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Opportunities; Elementary Secondary Education; *Employment Opportunities; Foreign Countries; *Foreign Nationals; *Foreign Students; *Foreign Workers; *Vocational Education
IDENTIFIERS- *West Germany

This publication deals with educational and employment opportunities for young foreigners in the Federal Republic of Germany. The following topics are covered: educational opportunities for young foreigners (West German efforts to promote integration and recruit workers from abroad); foreign nationals' children (integration into the German educational system, regional differences in proportions of foreigners in German schools, and achievement quotas of foreign children); foreign children in kindergarten (pedagogical concepts and kindergarten as an integration aid); the many possibilities available to foreign children at school (foreigners and compulsory school attendance, reintegration into the country of origin, intelligence tests, the Gesamtschule model, new teaching concepts for foreign children, model experiments to improve the education situation, and criticisms); efforts to remedy problems (the training situation with regard to foreigners, lower quotas of girls undergoing training, efforts to provide equal opportunities in German schools, vocational preparation designed especially for foreigners, training for disadvantaged youth); privileges of foreign students; future professional and employment opportunities for young foreigners, and the image of foreigners in the mass media. (MN)

ED 301 677 CE 051 433

Fitzsimmons, Ellen L.
Planning and Support Committees: An Issues-Oriented Program Planning Model.
PUB DATE- 1 Nov 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, November 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Computer Oriented Programs; *Cooperative Planning; *County Programs; Demography; *Extension Education; Models; *Planning Commissions; *Program Development; Program Improvement; School Community Relationship; Social Change; Statewide Planning
IDENTIFIERS- *Wisconsin

A model for involving local planning and support committees in the process of planning Wisconsin county extension education programs was developed as a way of improving the planning of extension programs statewide. The key components of the planning model developed were (1) the use of influential officials and community representatives and (2) the use of a high-quality, computer-generated visuals package that profiles emerging social and demographic trends affecting families. Planning and support committees range in size from 10 to 40 members. Special emphasis was placed on getting nonusers and men involved. The model calls for the committees to take part in each year of Wisconsin's four-year planning cycle for extension education. The committees' functions during each year include discussing issues/priorities and establishing time frames and goals (year 1), receiving and commenting on feedback and brainstorming on focus questions (year 2), reviewing updated trends and county profiles and critiquing delivery methodologies (year 3), and analyzing impact data and contributing to the process evaluation (year 4). The committees have already had a positive impact after only two years of the model's implementation. (Appendixes include a series of charts on changing family data, sample meeting agendas, and a profile of trends affecting family life in Lincoln County. (MN)

ED 301 678 CE 051 435

Meeting California's Adult Education Needs. Recommendations to the Legislature in Response to Supplemental Language in the 1987 Budget Act. Commission Report 88-35.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Oct 88
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Community Colleges; Educational Assessment; *Educational Finance; *Educational Needs; *Educational Policy; Noncredit Courses; *State Aid; *State Programs
IDENTIFIERS- California; Proposition 13 (California 1978)

Currently, 237 of California's 383 unified and high school districts and 66 of its 71 community college districts are authorized to offer adult and noncredit education. Each year, 7 percent of Californians enroll in adult or noncredit courses. They are the most diverse of any students in the state. In 1981, the Legislature established 10 categories of instruction that would be eligible for adult school and community apportionment: elementary and secondary basic skills, English as a second language (ESL), citizenship, substantially handicapped, parent education, programs for older adults, short-term vocational education, home economics, health and safety, and apprenticeship. The problems of enrollment restrictions, inadequate cooperation, lack of accountability, and inequitable funding have led the California Postsecondary Education Commission to offer six recommendations: permit funding for ESL and basic skills to be on an on-demand basis, request the establishment of a task force to prepare and submit a 5-year plan for California adult education, equalize funding for adult and noncredit education, remove the prohibition against the offering of adult education by communities that did not have programs in place before Proposition 13, require the development of a plan for a comprehensive and comparable adult and noncredit education information system, and continue the current categories of funding. Ten statistical displays are provided; appendixes consist of a brief legislative history of adult education in California and background on the Commission's study. (YLB)

ED 301 679 CE 051 436

Ruttenberg, Ruth
The Role of Labor-Management Committees in Safeguarding Worker Safety and Health.
Bureau of Labor-Management Relations and Cooperative Programs (DOL), Washington, DC.
REPORT NO.- BLMR-121
PUB DATE- 88
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advisory Committees; Case Studies; *Cooperative Planning; *Employer Employee Relationship; Futures (of Society); *Labor Relations; *Occupational Safety and Health; Planning Commissions; Trend Analysis; Unions

There are thousands of labor-management committees for occupational safety and health in the United States. Most were established or activated after passage of the Occupational Safety and Health Act of 1970. Such committees can be an important tool when used as part of a comprehensive effort to achieve safety and health in the workplace. In the United States, labor-management committees are unlikely to have substantial authority or power. Rather, they are generally advisory in nature--usually reviewing, commenting, and making recommendations. They could play a substantial role, however. To be substantially empowered, labor-management committees would need to be represented by top-level management and well-placed union representatives who have adequate training and expertise in the field. Management representatives would also need the backing of corporate leadership. Many innovative labor-management activities are succeeding in improving the work environment. Included among them are the joint labor-management committees that exist at the Madison office of Wisconsin Bell; Horace W. Longacre, Inc., in Pennsylvania; Georgia Power's Vogtle plant; General Motors; and the Eugene (Oregon) Water and Electric Board. (Sample contract language and examples of contracts for joint labor-management safety committees are appended.) (MN)

ED 301 680 CE 051 437

Counting All the Jobless: Problems with the Official Unemployment Rate. Thirty-Seventh Report by the Committee on Government Operations. 99th Congress, 2d session.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

REPORT NO.- House-R-99-661
PUB DATE- 26 Jun 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Data Collection; *Data Interpretation; Dislocated Workers; Employment Patterns; *Employment Statistics; *Error of Measurement; Part Time Employment; Reliability; Rural Areas; *Statistical Analysis; *Statistical Bias; Underemployment; *Unemployment; Urban Areas; Validity

The Bureau of Labor Statistics (BLS) publishes the official unemployment rate on the first Friday of each month based on a sample survey of 59,500 households called the Current Population Survey. Unemployment data for states and local areas are published monthly by the BLS in cooperation with the state employment security agencies. The primary basis for calculating local area unemployment statistics is the count of residents claiming unemployment insurance benefits under state law. State employment agencies use a formula methodology to measure the labor force because not all workers are covered by unemployment insurance. Local area unemployment data are often produced for small areas that the BLS concedes are subject to large relative error. A study of the accuracy of the official unemployment rate revealed several major flaws in the method used to calculate it. The BLS actually calculates seven rates of unemployment. Unfortunately, the U-5, i.e., the figure commonly called the "official unemployment rate," excludes discouraged workers and individuals who are part-time workers for economic reasons. These persons are, however, counted in the U-7 rate. Specific problems also exist with respect to measuring unemployment in urban and rural areas. The consistent undercounting of the number of jobless persons in the United States has serious ramifications for Congress's attempts to develop and fund education and training programs. (MN)

Age Discrimination in Employment Act--Waiver of Rights. Hearing before the Subcommittee on Labor of the Committee on Labor and Human Resources, United States Senate, One Hundredth Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-100-717
PUB DATE- 24 May 88
NOTE- 329p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adults; *Age Discrimination; Early Retirement; *Employment Practices; Equal Opportunities (Jobs); *Federal Legislation; Hearings; *Older Adults; *Reduction in Force; *Retirement
IDENTIFIERS- *Age Discrimination in Employment Act 1967; Congress 100th

This congressional hearing addresses the issue of the waiver of rights under the Age Discrimination in Employment Act (ADEA). It reviews an Equal Employment Opportunity Commission rule permitting employees to waive their rights under the ADEA without federal supervision. Testimony includes statements, prepared statements, articles, publications, and communications from the Assistant Secretary of Labor, Solicitor of Labor, United States Senators, private citizens, and individuals representing the United States Activities Board, University of Wisconsin Law School, American Association of Retired Persons, United States Chamber of Commerce, California Employment Council, Equal Employment Opportunity Commission, Boston College Law School, Polaroid Corporation, Union Carbide Corporation, AT&T, and IBM. (YLB)

ED 301 682 CE 051 440

Penisten, John
Developing Literacy for the Vocational-Technical Trades.
PUB DATE- 7 Jul 88
NOTE- 13p.; Paper presented at the World Congress of the International Reading Association (Gold Coast, Queensland, Australia, July 7, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Content Area Reading; Learning Modules; *Literacy Education; Postsecondary Education; Pretests Posttests; Program Effectiveness; *Reading Skills; *Skill Development; *Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- *Job Related Reading; *University of Hawaii

The University of Hawaii at Hilo offers a vocational-technical occupational reading curriculum that encourages literacy for technology. The program is geared to meet the special needs of enrollees in the university's trade and industry division, most of whom are postsecondary open-admission students. Most have poor reading skills, averaging a grade equivalent comprehension score of 9.0 or below on the Nelson-Denny Reading Test--Form E and an average of below the 50th percentile on the Industrial Reading Test--Form B. The program's typical student is underprepared to handle the rigors of technical reading, lacks motivation, and is a low achiever academically. The technical occupational reading curriculum features technical reading modules that use introductory-survey, comprehension, and problem-solving/application activities to give students practice in general reading exercises while teaching them how to read and use technical materials. Since most modules are based on specific trade-related materials, students have generally found them relevant and have thus been receptive to using them. Pre- and posttest data for those students who have taken part in the course over the past two academic years indicate gains in reading comprehension by students in carpentry/welding, machine technology, auto body repair, auto mechanics, and electricity technology. (MN)

ED 301 683 CE 051 442

Emge, Donald R.
Base Christian Communities: A Challenge to the Status Quo.

PUB DATE- 5 Nov 88
NOTE- 33p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, November 5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Adult Education; *Catholics; Christianity; *Discussion Groups; Educational History; Foreign Countries; *Nonformal Education; *Religious Cultural Groups; *Religious Education
IDENTIFIERS- *Base Christian Communities; Freire (Paulo); Latin America; Liberation Theology

Base Christian communities (also know as base-level ecclesial communities or CEBs) are small groups of Christians, mainly Catholics and mainly in Latin America, that come together for scripture study, prayer, and fellowship. They frequently turn their attention toward social ills and address problems existing within society. The origin of CEBs can be traced to religious developments within the Brazilian Catholic Church in the late 1960s, when a shortage of Brazilian clergy and calls from the Vatican for greater spiritual development among the people led to the development of prayer and education groups led by laypersons. Twenty years later there are over 100,000 CEBs in Brazil alone. Although CEBs have been looked upon favorably by the church hierarchy from their inception, there is some concern that they might become an alternative to institutional Catholicism. CEBs have also been linked to liberation theology, a view of theology that has developed primarily in Latin America over the past 20 years and that rejects the abstract and theoretical nature of theology. The pedagogy of Paulo Freire has also had an important effect on the shaping of CEBs, particularly with his concept of conscientization. CEBs also pose a challenge to adult education in the United States. (MN)

ED 301 684 CE 051 443

Johnson, Wayne

Cooperative Electronics Program Credit.

Linn-Benton Education Services District, Albany, Oreg.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advanced Placement; *Articulation (Education); *College School Cooperation; Community Colleges; *Cooperative Programs; *Electronics; Postsecondary Education; Secondary Education; *Technical Education; Two Year Colleges
IDENTIFIERS- Linn Benton Community College OR

The Cooperative Electronics Program was developed through the joint efforts of Linn-Benton Community College (LBCC), West Albany High, and Lebanon High, all of which are in the Linn-Benton Education Service District serving Albany, Oregon. The project, which was undertaken in the spring of 1988, is intended to result in a program whereby high school electronics students can receive advanced placement credits for work completed toward an Associate of Science degree in electronics technology at LBCC. Since the project's inception, the first course in the LBCC electronics program has been redesigned. This program description represents a sample of the work completed for the cooperative electronics program. The following materials are included: a statement of the program goals, course guidelines, an outline of the major objectives addressed in the program's course in the fundamentals of electronics, an outline of the course's six units, general laboratory report directions and a report outline, a student activity on balanced bridges, terminology for unit 1, and the unit test for unit 1. (MN)

ED 301 685 CE 051 446

Owen, M.; Clark, I.
Statistical Process Control. A Summary. FEU/PICKUP Project Report.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-082-2
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Foreign Countries; *Industrial Training; Material Development; *Needs Assessment; Postsecondary Education; *Quality Control; *Statistical Analysis
IDENTIFIERS- *Statistical Process Control; *United Kingdom

A project was conducted to develop a curriculum and training materials to be used in training industrial operatives in statistical process control (SPC) techniques. During the first phase of the project, questionnaires were sent to 685 companies (215 of which responded) to determine where SPC was being used, what type of SPC firms needed, and how such training should be organized and delivered. Next, one-day site visits were made to a series of the responding firms to collect case study materials and identify the problems entailed in introducing SPC into an organization. The information that had been gathered from the questionnaires and the site visits was then used as the basis for developing the following project products: a trainer's guide, a trainee's manual, case studies covering some 20 organizations, various SPC training aids, and a project report. All of the training materials were then field-tested at several organizations. Although some difficulties arose because of the logistics of providing the material in time to match company training requirements, feedback on the materials was positive and indicated that their format, approach, and content level all met trainees' needs. (An appendix contains 14 points developed by W. Edwards Deming, a colleague of Walter Shewhart, who was the founder of modern statistical control methods.) (MN)

ED 301 686 CE 051 448

Just, David A.; And Others
Tips on Developing Technical Training Partnerships.
PUB DATE- 1 Dec 88
NOTE- 12p.; Paper presented at the National Conference on Technical and Skills Training of the American Society for Training and Development (Indianapolis, IN, December 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; Community Colleges; *Cooperative Programs; Coordination; Curriculum Development; *Job Training; Labor Force Development; *Program Development; *School Business Relationship; *Staff Development; *Technical Education; Two Year Colleges; Vocational Education

This paper begins by presenting tips on developing technical training partnerships from the perspective of the local director of the Ohio Industrial Training Program. This section indicates that every linkage needs a catalyst and that the role of the Ohio Industrial Training Program is to be such a catalyst. The issues and concerns of which the company must be made aware are discussed. The next section provides tips gained from the experiences of a joint effort by the United Auto Workers and General Motors at the Mansfield-Ontario Plant. Training requirements, course content, and student/trainee issues, such as counseling, grading policy, and employee assessment are considered. Some practical tips are suggested for pushing to get the most out of the partnership. Tips from a technical college's perspective are offered next. These include suggestions for facilities and equipment, a customized course development process, faculty/staff requirements, student services, financial management, and marketing of training programs. The paper concludes with Ohio Board of Regents background information concerning EnterpriseOhio, a statewide network of Ohio's public community colleges, technical colleges, and university branch campuses, which is intended to develop a productive and technologically advanced work force for Ohio's industries and businesses. Organization, programs and services, and working groups are discussed. (YLB)

Rydstrom, Gunnar, Comp.
Adult Education Development and International Aid. Some Issues and Trends.
International Council for Adult Education, Toronto (Ontario).
REPORT NO.- ISBN-91-7328-612-5
PUB DATE- 87
NOTE- 99p.; Final Report of the International Seminar on "The Role of International Aid in Adult Education in Developing Countries" (Kungalv, Sweden, June 1986).
AVAILABLE FROM- International Council for Adult Education, 720 Bathurst Street, Suite 500, Toronto M5S 2R4, Ontario, Canada ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Educators; *Adult Programs; *Community Education; Developed Nations; *Developing Nations; *Educational Finance; Foreign Countries; Job Training; Nonschool Educational Programs; Postsecondary Education; *Program Development; Public Agencies; Skill Development; Teacher Education; Trainers; Training Methods
IDENTIFIERS- Africa; Asia; Caribbean; *International Council for Adult Education; Latin America

This document reports, in narrative format, the proceedings of a conference in Sweden attended by more than 40 adult educators from around the world to discuss aid to education in developing nations. The report describes the conference's two main objectives: (1) to exchange experiences about financing and supporting adult education in the developing countries between the donors, on the one hand, and between the donors and beneficiaries on the other; and (2) to enable those responsible for decision making in both industrialized and developing countries to make tangible improvements in the substance and methods of international cooperation for adult education. Three kinds of papers were presented at the conference: working papers, presentations of international agencies, and regional panels from various areas of the world. The papers revolved around the following themes, according to this report: development, adult education practices, empowerment in action, NGOs (nongovernmental organizations), the roles we play, donors, the intermediaries, African panel, Asian panel, Latin American panel, Caribbean panel, group work, the business of evaluation, false contradictions, from projects to programs, and the future. A list of participants is included in the report. (KC)

ED 301 688   CE 051 452

Network for the Participatory "Formation" of Adult Educators. Report on the Meeting of the ICAE Training Network (1st, Nairobi, Kenya, September 29-October 3, 1986).

International Council for Adult Education, Toronto (Ontario).

PUB DATE- 86

NOTE- 16p.; Meeting held with the cooperation of the Asia South Pacific Bureau of Adult Education. Photographs will not reproduce clearly.

AVAILABLE FROM- International Council for Adult Education, 720 Bathurst Street, Suite 500, Toronto M5S 2R4, Ontario, Canada (free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Educators; Adult Programs; *Community Education; Foreign Countries; Job Training; *Networks; Nonschool Educational Programs; Postsecondary Education; Skill Development; *Teacher Education; Trainers; *Training Methods

A group of 10 men and women representing Africa, Asia, the South Pacific, the Caribbean, Europe, Latin America, and North America met in Nairobi, Kenya, in October 1986 to form a training network. During the conference, the 10 representatives met together and in small groups to (1) identify and discuss some of the training programs that are available to adult educators in general and to grassroots practitioners and popular educators in particular; (2) explore ways of validating the role, knowledge, and skills of community-based popular and grassroots adult education practitioners; and (3) discuss and suggest strategies for identifying, documenting, and sharing the experiences of innovative participatory training programs. The participants developed a framework to examine these themes. From discussion emerged ideas about the ideological base/political dimension of adult education, the training of adult educators, institution building, and the new network. A mission statement, guiding principles, list of tasks, and structure for the new network were established, and plans were made to help the network grow in the future. (KC)

ED 301 689 CE 051 453

Which Side Are You On? Workers Education in a Changing World. Report of the International Seminar on Workers Education in Asia (Colombo, Sri Lanka, October 23-27, 1986).

International Council for Adult Education, Toronto (Ontario).

PUB DATE- Oct 86

NOTE- 88p.; Meeting also sponsored by the Asian & South Pacific Bureau of Adult Education, National Association for Total Education (Sri Lanka), Sarvodaya Shramdana Sangamaya, and Sri Lanka Foundation Institute.

AVAILABLE FROM- International Council for Adult Education, 720 Bathurst Street, Suite 500, Toronto, Ontario M5S 2R4 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Education; *Developing Nations; *Economic Development; Educational Needs; Employed Women; Equal Opportunities (Jobs); Females; Foreign Countries; International Cooperation; *Labor Education; *Role of Education; Seminars

IDENTIFIERS- *Asia

This report pulls together various issues discussed during an international seminar on workers' education in Asia. It also outlines the key elements of the future program on workers' education. A presentation by Budd Hall, Secretary-General of the International Council for Adult Education (ICAE), discusses the role of the council in adult education and its current focus. The next section addresses the current global crisis, which provides the context in which one needs to understand workers' education, its meaning, and its potential. A brief description of workers' education in Sri Lanka is followed by a discussion of its meaning and purposes. Three concrete examples of workers' education in different Asian countries are presented and discussed in detail: in free trade zones, in the plantation sector, and with women workers. Critical aspects of workers' education in each of these three areas are listed. A brief overview of workers' education in Nicaragua is followed by a section that highlights key issues, such as the purpose of education, its meaning, issues of living, the methodology of education, and cultural hegemony. Other contents

include excerpts from the speech of S. G. Taylor, Director of the International Labour Organisation's Colombo Office; a listing of future directions; and the agenda. (YLB)

ED 301 690 CE 051 454

Marshall, Judith
International Literacy Year 1990: Building the Momentum. Report of the Meeting of the International Task Force on Literacy (2nd, West Berlin, Federal Republic of Germany, June 5-10, 1988).
International Council for Adult Education, Toronto (Ontario).
PUB DATE- 88
NOTE- 33p.
AVAILABLE FROM- International Task Force on Literacy Coordinating Office, 720 Bathurst Street, Suite 500, Toronto, Ontario M5S 2R4 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Developed Nations; Developing Nations; Foreign Countries; *Illiteracy; International Cooperation; *International Programs; Literacy; *Literacy Education; *Publicity; Public Support
IDENTIFIERS- International Literacy Year 1990

This report provides materials from the second meeting of the International Task Force on Literacy (ITFL), which focused on specific goals and targets for nongovernmental organization (NGO) mobilization for 1990, International Literacy Year (ILY). Section 2 discusses issues that emerged as central to work in literacy, including literacy, democracy, and empowerment; images of literacy and the illiterate; technical/pedagogical goals versus political/ideological goals; role of teachers in literacy; illiteracy in industrialized countries; women's experiences of literacy; Unesco's vital role in literacy; how high a priority literacy really is; literacy actions by NGOs; and a research agenda for literacy. Section 3 summarizes these reports to the Task Force: International Council for Adult Education Needs Assessment Survey of Member Associations, a project proposal for a video-based resource package linking the theme of peace to literacy; a proposal to create a special book for ILY written by literacy learners; and proposals to educate and mobilize world public opinion about literacy through the arts. Chapter 4 sets forth the framework of a common strategy for ILY. Components are identified for five broad areas: creating public awareness, creating and strengthening literacy structures, stimulating a "great debate" on literacy, encouraging literacy research and evaluation, and ITFL Coordinating Office activities. Outlines of plans of action of international NGOs prior to, during, and beyond ILY 1990 are appended. (YLB)

ED 301 691 CE 051 455

McDermott, William P.
Adjusting Delivery Systems for Adult Students in a Liberal Arts College.

PUB DATE- 8 Aug 88
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; *Change Strategies; *Colleges; *Delivery Systems; *Educational Change; Educational Needs; Enrollment; Higher Education; Liberal Arts; Models; Needs Assessment; *Organizational Change

Basic principles of quality control and resource allocation are regularly practiced in the management of higher education organizations. The principle of seeking the best "fit" between institutional capabilities and available markets has gained importance as the demographics of U.S. higher education enrollments have changed to include more older students. In the past, the higher education community has responded to similar diversification of the undergraduate student body. For adults in particular, colleges have altered the method of program delivery and the method of measuring educational attainment. The literature suggests three categories of change models: rational, irrational, and individual. The model of organizational adaptation can be combined with these models to create a conceptual framework for guiding change in a liberal arts college. This framework suggests that each model is more or less relevant at particular stages of the change process. If a private liberal arts college wishes to adjust its academic delivery to induce adults to enroll, it must prepare for change and consider why change is necessary. Finally, the college needs to attend to what needs to be changed, namely the place, time, and instructional technique of its class offerings. (An 11-page list of references is appended.) (YLB)

ED 301 692 CE 051 456

Lonza, Martin
What Should We Do about the Decline in Vocational Enrollment?
PUB DATE- 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Auto Mechanics; Basic Business Education; Change Strategies; *College Bound Students; *Curriculum Development; *Daily Living Skills; Enrollment Influences; Home Economics; *Practical Arts; Secondary Education; *Vocational Education; *Vocational Education Teachers

Vocational enrollment is declining because of an increase in academic requirements. Because job skills are changing so rapidly, employers are increasingly choosing to provide their own vocational training to students who have mastered standard academic requirements. However, the lack of hands-on methodology in academic curricula and the lack of real-world field-specific applied experience on the part of academic faculty have resulted in a lack of relevant applications in contemporary academic curricula. School administrators can take advantage of these converging trends by using vocational faculty within the academic curriculum. Instructors from the areas of agriculture, business, home economics, and industrial arts could be used to teach students needed practical skills. This would give all students (not just those who are perceived as unfit for college preparatory courses) an opportunity to acquire much-needed daily living skills in the areas of home maintenance, meal preparation and clothing upkeep, auto maintenance, and personal finance. The course would be structured so that a group of teachers would rotate a group of classes between them, with students changing teachers every quarter of the school year. Requiring such a course instead of an elective would serve as a useful step in integrating vocational and academic curricula, while at the same time using the skills of vocational teachers whose class enrollments have been declining. (MN)

ED 301 693 CE 051 457

School Technology Is Changing: Implications for Schools and Colleges.

Further Education Unit, London (England).; Secondary Science Curriculum Review, London (England).

PUB DATE- 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Curriculum Development; *Educational Change; *Enrollment Trends; Foreign Countries; Fused Curriculum; Higher Education; Industrial Arts; *Program Content; Secondary Education; Student Evaluation; *Technical Education; Technology; Vocational Education
IDENTIFIERS- *Technical and Vocational Education Initiative; *United Kingdom

The Technical and Vocational Education Initiative (TVEI) pilot projects (1982-1987) in the United Kingdom produced many changes in school curricula, timetabled subjects, and enrollment in technology-related courses. The integration of technology into the curriculum within the TVEI pilot follows four principal patterns: independent projects that stand alone from a particular subject or examination, structured courses in an aspect of technology leading to a recognized public examination, collaborative links between subjects, and technological enrichment of individual subjects. National criteria have been published for 20 subjects, including a set of craft, design, and technology (CDT) courses. The emergence of these new courses has inevitably affected the distribution of curriculum time, with more time now being spent on computing and information technology and less on such subjects as home economics, creative and aesthetic arts, and sciences. The number of TVEI students following craft and design courses has decreased, whereas the number of those pursuing technology has increased. The changes resulting from the TVEI initiatives have many implications for further education in such areas as pupils' prior experience, demographic and market trends, cooperation among institutions, and changes in science education. (Appendixes include a comparison of CDT courses, and enrollment data for TVEI versus non-TVEI students.) (MN)

ED 301 694   CE 051 458

Further Education Is Changing. Opportunities at 14-19.
Further Education Unit, London (England).; Secondary Science Curriculum Review, London (England).

REPORT NO.- ISBN-1-85338-083-0
PUB DATE- Oct 88
NOTE- 7p.; The use of a colored background may affect the legibility of two charts.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Articulation (Education); College School Cooperation; Curriculum Development; *Dropout Programs; *Educational Change; Educational Trends; Foreign Countries; Postsecondary Education; Student Certification; Trend Analysis; *Vocational Education; *Youth Programs
IDENTIFIERS- National Council for Vocational Qualifications; *United Kingdom; Youth Training Scheme

Institutions of further education and schools have traditionally been viewed as competitors. With the rising unemployment of the late 1970s, however, the further education system in the United Kingdom began reexamining its role in preparing young people for working life. The result was a process-based approach incorporating the elements of induction, negotiation, and common core curricula together with increased counseling and the application of formative and summative assessment techniques. These principles are currently being applied to the Certificate of Pre-Vocational Education, Technical and Vocational Education Initiative, and Youth Training Scheme programs. The establishment of the National Council for Vocational Qualifications has had an important influence on the further education system. At the interface between schools and colleges, both sectors are seeking a more coherent progression from school to college to working life. To this end, many schools are now providing records of achievement or profiles to give students, their potential employers, and other educational establishments a fuller picture of student experiences and achievements. Increased emphasis is also being placed on planning school and further education provision in light of educational, demographic, and economic factors. Information on further organization examining bodies is provided. (MN)

ED 301 695 CE 051 459

The H-2A Program. Protections for U.S. Farmworkers. Report to Congressional Requesters.

General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.

REPORT NO.- GAO/PEMD-89-3
PUB DATE- Oct 88
NOTE- 122p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies--free; additional copies--$2.00 each; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agricultural Laborers; *Employment Practices; Estimation (Mathematics); *Farm Labor; Federal Legislation; *Foreign Workers; *Labor Legislation; Research Methodology; *Salary Wage Differentials; *Undocumented Immigrants; Work Environment
IDENTIFIERS- *Immigration Reform and Control Act 1986

The demand for legal foreign workers for temporary or seasonal agricultural work now permitted under what is known as the H-2A program will likely increase as the employer sanctions in the Immigration Reform and Control Act of 1986 limit the use of undocumented foreign workers. To protect U.S. farmworkers, the law requires that they be given first opportunity for jobs and that their wages and working conditions are not adversely affected by the use of H-2A workers. The Department of Labor (DOL) relies on two types of surveys to set minimum wages for U.S. farmworkers--a Department of Agriculture (USDA) nationwide survey on farm labor wages and selected DOL-sponsored, state-conducted area surveys of prevailing wages. A General Accounting Office evaluation of the USDA survey indicated that, although the survey is generally sound, it has a potentially serious flaw as used by DOL to set hourly wage minimums. The precision of its wage estimates is unknown and potentially unreliable, and some of the prevailing wage surveys include practices that create potentially erroneous wage estimates. The DOL's practices were also found to provide weak nonwage protections for U.S. farmworkers. Measures for correcting the flaws identified were formulated. (Appendixes include technical data on the USDA survey and comments from the USDA and DOL.) (MN)

ED 301 696 CE 051 460

Carroll, C. Dennis

Postsecondary Institutions Offering Vocational/Technical Programs: Analysis Findings from High School & Beyond (1980-1986). Analysis Report.

National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- CS-88-432
PUB DATE- Sep 88
NOTE- 29p.; Data Series DR-HSB-80/84.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Differences; *Institutional Characteristics; *Outcomes of Education; Postsecondary Education; Private Colleges; Proprietary Schools; *Student Characteristics; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- High School and Beyond (NCES)

Four types of postsecondary institutions offer vocational-technical programs: proprietary, private not-for-profit less-than-2-year, public less-than-2-year, and public 2-year colleges. A study compared the students enrolled in each of these types of institutions and examined the rate at which students enrolled at each type of institution obtain licenses, certificates, and degrees. Students enrolled in proprietary and private not-for-profit institutions were more likely to be females than were those students in public less-than-2-year or public 2-year institutions. About 15 percent of proprietary school students were black versus about 9 percent of public 2-year college students. Nearly half of proprietary school students were in vocational programs in high school. About one-third of proprietary school students paid $3,000 or more in tuition, whereas over one-fifth of public 2-year students paid less than $250. Ninety percent of public 2-year students had no loans, whereas about one-fourth of proprietary school students had loans of $2,500 or more. Over one-third of proprietary school students attained a license or certificate versus only one-eighth of those attending private not-for profit schools or public 2-year schools. Students enrolled in private not-for-profit schools were most likely to attain associate degrees (28 percent). (MN)

ED 301 697 CE 051 462

Rossetti, Rosemarie
Factors That Influence a Student Not To Enter into a High School Vocational Curriculum.

Ohio State Univ., Columbus. Dept. of Agricultural Education.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- Jan 89
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Course Selection (Students); *Decision Making; *Enrollment Influences; High Schools; *High School Students; Parent Attitudes; Questionnaires; Socioeconomic Influences; State Surveys; Student Attitudes; *Student Educational Objectives; *Vocational Education
IDENTIFIERS- *Ohio (Southwest)

In view of the steady decline in vocational enrollments since 1979, a study was conducted to identify factors that influence students not to enter into a high school vocational curriculum. The study questionnaire was given to 633 nonvocational 11th-grade students from 5 randomly selected southwestern Ohio high schools. One month after the student questionnaires were administered, a random sample of 16 parents was contacted by telephone to obtain their views on vocational education and to authenticate data collected from the students. School demographic data were also collected from research coordinators at each participating high school. The top five reasons why students chose not to participate in vocational education were (1) the belief that academic programs would better prepare them for college; (2) they never even thought about vocational education; (3) they did not wish to take the vocational programs offered; (4) they felt vocational education would keep them from participating in extracurricular activities in their home schools; and (5) joint vocational schools had poor images in their community. (Forty-one references are listed and 22 tables are provided. Appendixes include curriculum choice classification guidelines, school demographic data, the parent interview questions, the student questionnaire, a socioeconomic coding scale, directions for administering the questionnaire, an alternative activity intelligence test, and an introductory letter to school administrators.) (MN)

ED 301 698 CE 051 463

Adult Basic Education Curriculum Guide ABE-01. ABC's: Accountability, Basics, Citizenship.

Cincinnati Public Schools, Ohio.
PUB DATE- 88
NOTE- 410p.; For a related document, see CE 051 464.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Counseling; Behavioral Objectives; *Computer Literacy; *Coping; Curriculum Guides; Guidance; *High School Equivalency Programs; *Language Arts; Learning Activities; Listening; Mathematics Education; Reading Instruction; Speech; Spelling; Student Evaluation; Writing (Composition)

This curriculum guide provides teachers and ABC's: Accountability, Basics, Citizenship. Basic Education (ABE)/General Educational Development (GED) students. Chapter 1 provides guidance/evaluation procedures to help the teacher maintain and document the entrance level and progress of the students. Chapter 2 focuses on specialized guidance procedures. Chapters 3 and 4 on language arts and mathematics, respectively, comprise the core of the ABE portion. The language arts chapter is divided into reading, oral communication, listening, writing, and spelling. Each of these areas as well as the chapter on mathematics is divided into Levels I, II, and III. Within each area, behavioral objectives are correlated with skills, activities and teaching strategies, and evaluative procedures. Chapter 5 is divided into the five distinct areas that comprise the GED program--reading/literature and the arts, mathematics, social studies, science, and writing skills. Materials for the reading and mathematics requirements are found in chapters 3 and 4. For the other areas, an outline of the areas to be covered is followed by the objectives/skills that are correlated with activities, and suggestions for evaluation. Bibliographies are provided. Chapters 6 and 7 pertain to computer literacy and coping skills. Again, objectives, activities, evaluative procedures, and a bibliography are provided for each area. (YLB)

ED 301 699 CE 051 464

English as a Second Language. Adult Basic Education Curriculum Guide ABE-02. ABC's: Accountability, Basics, Citizenship
Cincinnati Public Schools, Ohio.
PUB DATE- 88
NOTE- 288p.; For a related document, see CE 051 463.

LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Coping; Curriculum Guides; *English (Second Language); Learning Activities; *Limited English Speaking; *Second Language Instruction; Second Language Programs; Student Evaluation

This curriculum guide provides materials for teachers who work with the limited English proficient (LEP) population. Sections I, II, and III include an introduction, the mission statement, and philosophy statement. Section IV presents characteristics of various LEP students. Section V is a guide for effective teaching of English as a second language (ESL) that includes teaching strategies and methods. Language proficiency levels are discussed in Section VI. Section VII comprises the major portion of the guide. A list of general objectives precedes materials for course development for newcomer students and for advanced beginner, intermediate, and advanced LEP students. Within each of these two sections, sequential outlines of activities are provided. For each subject in the newcomer and more advanced courses, skills are correlated with content/teaching strategies (including drills) and student evaluation suggestions. Section VIII provides materials for coping skill lessons--objectives, content/teaching strategies, and evaluative material. The lessons are designed to be used in conjunction with the basic English grammar and usage lessons. A bibliography of 49 items is appended. (YLB)

ED 301 700 CE 051 465

Screening and Diagnostic Procedure for Identification of Adult Learning Problems. 309 Demonstration Project.

International Labour Office, Islamabad (Pakistan). Asian and Pacific Skill Development Programme.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 76
NOTE- 47p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Adult Students; Auditory Perception; Auditory Tests; Diagnostic Teaching; Diagnostic Tests; *Educational Diagnosis; *Handicap Identification; *Hearing Impairments; *Learning Problems; Perception Tests; Screening Tests; Student Evaluation; Vision Tests; *Visual Impairments; Visual Perception

This screening and diagnostic procedure is intended to identify Level 1 adults with specific learning problems. The adults not meeting criteria on the assessments for visual and auditory functions should be referred to proper medical services for full evaluations. A prescriptive teaching program should be specifically designed to meet needs of those not meeting criteria on the perceptual segments of the assessment. The procedures are divided into visual function, auditory function, visual perception, and auditory perception assessments. Each section describes tests in terms of purpose, materials needed, procedure, criteria for evaluation, and scoring. The following visual function tests are described: Distance Visual Acuity, Plus Lens, Visual Acuity at Reading Distance, and Near Binocularity. The visual perceptions assessments are Motor-Free Visual Perception Test, Developmental Test of Visual-Motor Integration--Modified, Frostig Test of Visual Perception--Test I B Eye Motor Coordination, and Southern California Figure-Ground Visual Perception Test. One auditory functions test is described--Pure Tone Sweep Frequency. The following auditory perceptions assessments are described: Auditory Comprehension, Auditory Sequencing, and Auditory Attention Span. Appendixes include a data sheet, educator's checklist of clues to learning problems, a glossary, and reference list. (YLB)

ED 301 701 CE 051 468

Edgar, S. Keith

Occupational Knowledge. Teacher Guidebook and Student Activity Book. Adult Basic Education Project REAL: Relevant Education for Adult Learners.

Warren City Schools, Ohio.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 76
NOTE- 58p.; For related documents, see CE 051 469-472.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy;

*Adult Students; Classroom Techniques; Definitions; Educational Resources; *Employment Interviews; *Employment Potential; High School Equivalency Programs; Job Applicants; *Job Application; *Job Search Methods; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; Resumes (Personal); Teaching Methods; Test Items; Vocabulary

This packet contains both a teacher's guide and a student activity book designed to help adult students prepare to find and keep a job. Both booklets cover the following topics: preparing oneself and looking for jobs, filling out applications and other forms, writing resumes, preparing for an interview, and keeping a job. The teacher's guide contains content information and a step-by-step guide to each lesson. It also contains a glossary, a bibliography of occupational knowledge materials, materials grid, and a list of related sources and projects. The student activity book includes information sheets, vocabulary exercises based on the content of the lessons, and activity sheets. A glossary and answer key to the exercises are included. (KC)

ED 301 702 CE 051 469

Edgar, S. Keith
Community Resources. Teacher Guidebook and Student Activity Book. Adult Basic Education Project REAL: Relevant Education for Adult Learners.
Warren City Schools, Ohio.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 76
NOTE- 111p.; For related documents, see CE 051 468-472.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; *Adult Students; Classroom Techniques; *Community Resources; Community Services; Daily Living Skills; Definitions; Educational Resources; Extension Education; High School Equivalency Programs; *Information Sources; Learning Activities; Learning Modules; Lesson Plans; *Letters (Correspondence); *Literacy Education; Newspapers; Public Libraries; Reference Materials; Retirement Benefits; Social Services; Teaching Methods; *Telephone Usage Instruction; Test Items; Vocabulary
IDENTIFIERS- Postal Service; Social Security

This packet contains both a teacher's guide and a student activity book designed to help adult students locate and use community resources. Both booklets cover the following topics: the public library, Social Security, postal services, use of the telephone and the telephone directory, the newspaper, the Cooperative Extension Service, reference books, directories, and indexes, writing letters and notes, and community assistance. The teacher's guide contains content information and a step-by-step guide to each lesson. It also contains a glossary, a bibliography of community resources materials, a community resources materials grid, and a list of related sources and projects. The student activity book includes information sheets, vocabulary exercises based on the content of the lessons, and activity sheets. A glossary and answer key to the exercises are included. (KC)

ED 301 703 CE 051 470

Edgar, S. Keith

Law and Government. Teacher Guidebook and Student Activity Book. Adult Basic Education Project REAL: Relevant Education for Adult Learners.

Warren City Schools, Ohio.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 76
NOTE- 142p.; For related documents, see CE 051 468-472.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; *Adult Students; Citizenship; *Citizenship Education; Citizenship Responsibility; Classroom Techniques; Correctional Institutions; Definitions; Educational Resources; *Government (Administrative Body); High School Equivalency Programs; Insurance; Landlords; Law Enforcement; Law Related Education; *Laws; Lawyers; Learning Activities; Learning Modules, Lesson Plans; *Literacy Education; Public Agencies; Taxes; Teaching Methods; Test Items; Vocabulary; Voting
IDENTIFIERS- Ohio

This packet contains both a teacher's guide and a student activity book designed to help adult students become familiar with law and government. Both booklets cover the following topics: municipal government, county government, Ohio government, becoming a United States citizen, voting, taxes, rights of tenants and landlords, licensing, insurance, law enforcement agencies, correctional institutions, and finding a lawyer. The teacher's guide contains content information and a step-by-step guide to each lesson. It also contains a glossary, a bibliography of law and government materials, a law and government materials grid, and a list of related sources and projects. The student activity book includes information sheets, vocabulary exercises based on the content of the lessons, and activity sheets. A glossary and answer key to the exercises are included. (KC)

ED 301 704 CE 051 471

Edgar, S. Keith
Health and Family Living. Teacher Guidebook and Student Activity Book. Adult Basic Education Project REAL: Relevant Education for Adult Learners.
Warren City Schools, Ohio.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 76
NOTE- 118p.; For related documents, see CE 051 468-472.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; Adult Basic Education; Adult Education; Adult Literacy; *Adult Students; Child Development; Classroom Techniques; Definitions; Diseases; Educational Resources; *Family Life; Family Life Education; Foods Instruction; *Health; Health Education; High School Equivalency Programs; Home Management; Learning Activities; Learning Modules; Leisure Time; Lesson Plans; *Literacy Education; Nutrition; Parenthood Education; *Parenting Skills; Teaching Methods; Test Items; Vocabulary
IDENTIFIERS- Ohio

This packet contains both a teacher's guide and a student activity book designed to help adult students learn about health and family living. Both booklets cover the following topics: health in the home, safety in the home (safety tips concerning children, tips on indoor safety, first aid), helping children with school activities, leisure time and recreation, and food and nutrition. The teacher's guide contains content information and a step-by-step guide to each lesson. It also contains a glossary, a bibliography of health and family living materials, a materials grid, and a list of related sources and projects. The student activity book includes information sheets, vocabulary exercises based on the content of the lessons, and activity sheets. A glossary and answer key to the exercises are included. (KC)

ED 301 705 CE 051 472

Edgar, S. Keith

Consumer Economics. Teacher Guidebook and Student Activity Book. Adult Basic Education Project REAL: Relevant Education for Adult Learners.

Warren City Schools, Ohio.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 76
NOTE- 127p.; For related documents, see CE 051 468-471.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; *Adult Students; *Banking; Budgeting; Classroom Techniques; *Consumer Economics; Consumer Education; Consumer Protection; *Credit (Finance); Definitions; Educational Resources; High School Equivalency Programs; Home Management; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; *Money Management; Teaching Methods; Test Items; Vocabulary
IDENTIFIERS- Ohio

This packet contains both a teacher's guide and a student activity book designed to help adult students acquire consumer information. Both booklets cover the following topics: bank accounts (checking accounts, savings accounts, other banking services), budgeting money, undersanding and using credit, comparative shopping, fraudulent persuasion, and consumer complaints. The teacher's guide contains content information and a step-by-step guide to each lesson. It also contains a glossary, a bibliography of consumer economics materials, a consumer economics materials grid, and a list of related sources and projects. The student activity book includes information sheets, vocabulary exercises based on the content of the lessons, and activity sheets. A glossary and answer key to the exercises are included. (KC)

ED 301 706 CE 051 479

Percy, Keith

Development of Learning Materials in the Open College Federation of the North West: A Summary.

Further Education Unit, London (England).

REPORT NO.- ISBN-1-85338-069-5
PUB DATE- 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Education; Criminology; *Distance Education; Educational Cooperation; Foreign Countries; *Institutional Cooperation; *Instructional Materials; *Material Development; *Open Universities; Postsecondary Education
IDENTIFIERS- *United Kingdom

The Open College Federation of the North West was initiated in 1975 as a result of an agreement between the University of Lancaster, Nelson and Colne Tertiary College, and the Lancashire Polytechnic. Its aims were to prepare adults for entry into higher education, create a range of intermediate-level courses for adults that were academic but that could be taken for interest alone, and develop courses that could improve adults' job prospects. In 1982 the institutions belonging to the federation received a grant to develop an open college unit in distance learning form. A course team approach was adopted to developing learning materials for a course in criminology. Two sets of instructional units, one with integrated study guides and the other with separate guides, were developed and field-tested with 60 individuals (current students in criminology, social sciences, and sociology and inspector trainees from the Lancashire constabulary). The integrated study guides proved to be better and were thus selected for use with 18 students enrolled in a pilot course. The tutors and coordinators who used the materials found them to be excellent and to increase the accessibility and flexibility of the federation's stage B criminology course. (MN)

ED 301 707   CE 051 481

Lewis, Morgan V.; Chen, Belle H.
Examining Vocational Education-Job Training Partnership Act Coordination.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 63p.; For related documents, see ED 284 075 and ED 290 910.
GRANT- V051A80002
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Planning; *Coordination; Educational Cooperation; Educational Legislation; *Employment Programs; Federal Legislation; *Job Training; Models; Postsecondary Education; *School Business Relationship; *Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982

A study examined coordination between public vocational education and programs conducted under the Job Training Partnership Act (JTPA). The study entailed two years of extensive data collection at the state and local levels. In addition to the inherent structural barriers to coordination between vocational education and JTPA, the study uncovered other barriers to coordination that were related to potential threats to agencies' autonomy, resources, basic identity, and public image. Both JTPA and vocational education officials appeared to fear that serving too many hard-to-employ clients would weaken their credibility as effective job preparation agencies. The study also included many analyses attempting to construct a structural model of coordination. No significant relationships among the state and local variables could be found, however. Nor was it possible to combine the variables into a structural model with acceptable parameters. The data collected were, however, sufficient to formulate a set of tentative guidelines for initiating and improving coordination. It was determined that someone must take the lead in coordination, there must be mutual benefit for the cooperating parties, mutual accommodation is almost always necessary, and communication is the most important element in any coordination effort. (The appendix, entitled "Attempts at a Statistical Model of Coordination," includes a causal model, the survey instruments, information on structural equation modeling, and the results of testing the structural equation.) (MN)

ED 301 708 CE 051 482

Brown, Alan; Mills, Julian
Developments in Computer and Information Technology Education and Training and Their Implications for the Youth Training Scheme. Publication No. 1.
Centre for Research in Youth and Further Education, Surrey (England).; Roehampton Inst. of Higher Education (England).; Surrey Univ. (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
PUB DATE- 87
NOTE- 55p.; For related documents, see CE 051 483-485.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Science; *Curriculum Development; Educational Policy; Educational Practices; Electronics; Foreign Countries; *Information Science; Microcomputers; Postsecondary Education; Prevocational Education; *Program Content; School Districts; Secondary Education; Student Certification; *Technical Education; Vocational Education
IDENTIFIERS- *United Kingdom; *Youth Training Scheme

A study examined recent developments in computer and information technology (CIT) training in the United Kingdom to determine those elements of CIT training that could be incorporated into the Youth Training Scheme (YTS). Information for the study was obtained from national and regional officials of the Microelectronics Education Programme (1981-86), teachers, inservice trainers, and other interested parties. Although widely acknowledged as being innovative, the microelectronics program's impact was determined to be very patchy from the standpoint of teaching and learning strategies used in the schools, and it failed to provide adequate support for teachers involved in the program. Scotland, on the other hand, appears to have initiated a more promising method of CIT. Scottish schools emphasize using computers in ordinary school subjects versus England's decision to confine computers to computer studies departments. After examining these and other initiatives and practices related to CIT, the researchers formulated 16 specific proposals for incorporating CIT into YTS programs. The importance of allowing CIT developments to be used differently according to region, industry, area, or local interest, the value of local support groups, and the need for local negotiations over development and implementation were emphasized. (Appendixes include a glossary of abbreviations and discussions of CIT certification schemes and developments in open enrollment.) (MN)

ED 301 709 CE 051 483

Brown, Alan; Mills, Julian
Survey of Current Practice in Computer and Information Technology in the Youth Training Scheme. Publication No. 2.
Centre for Research in Youth and Further Education, Surrey (England).; Roehampton Inst. of Higher Education (England).; Surrey Univ. (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
PUB DATE- Sep 87
NOTE- 68p.; For related documents, see CE 051 482-485.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Science; Educational Policy; Educational Practices; Foreign Countries; *Information Science; *Job Training; Microcomputers; Postsecondary Education; *Program Content; Secondary Education; Student Certification; *Technical Education; Vocational Education
IDENTIFIERS- *United Kingdom; *Youth Training Scheme

A study examined the computer and information technology (CIT) training provided in 61 training schemes in 10 regions throughout the United Kingdom under the auspices of the Youth Training Scheme. Of the 52 programs for which data on the time spent on CIT were available, 12 offered 5 days or less of off-the-job training with little other instruction, 27 offered 10 days of off-the-job training, and only 8 offered more than 2 weeks' worth. Those providers that delivered CIT as one element of a series of training components found their greatest handicap to be the restricted amount of time available for CIT. Three variables proved critical to training effectiveness: the quality of the trainers, the tutor-trainee ratio, and the amount of resources available. The 61 programs examined trained slightly in excess of 6,000 trainees, with most large providers having 1 computer per trainee. The amount of CIT training offered varied widely from provider to provider. Assessment and certification proved to be key elements of training effectiveness. (Appendixes include an area office survey matrix, program assessor contextual comments, a discussion of work with the West Wales Accredited Centre, and schemes for CIT practice in workshops.) (MN)

ED 301 710 CE 051 484

Brown, Alan; Mills, Julian

Criteria for Good Practice in Computer and Information Technology in the Youth Training Scheme. Publication No. 3.
Centre for Research in Youth and Further Education, Surrey (England).; Roehampton Inst. of Higher Education (England).; Surrey Univ. (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
PUB DATE- Dec 87
NOTE- 126p.; For related documents, see CE 051 482-485.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Science; Curriculum Development; Educational Policy; Educational Practices; *Evaluation Criteria; Foreign Countries; *Information Science; *Job Training; Off the Job Training; Postsecondary Education; Program Content; Secondary Education; Student Certification; *Technical Education; Vocational Education
IDENTIFIERS- *United Kingdom; *Youth Training Scheme

A study examined the role of computer and information technology (CIT) instruction in the Youth Training Scheme (YTS). A number of successful local YTS training schemes and initiatives are identified and analyzed in the first part of this report. This process resulted in the formulation of specific policy recommendations that are spelled out in the second part of this report and concern the role of CIT in YTS programs and practices for conducting CIT training. It was determined that the overall purpose of CIT in the YTS should be to develop an information technology capability in each trainee. Because vocational relevance can be a powerful motivator, CIT training in YTS activities should emphasize the practical applications of information technology. The precise content and level of the CIT component of YTS should focus on trainees' prior interests, their YTS experience and its context, and the type of CIT qualifications being sought. The existing position of CIT as a component of transferable core skills should be maintained, and programs should be encouraged to develop an overall approach to CIT training that includes both off- and on-the-job training. (Appendixes include discussions of relevant activities for industries with apparently little use of CIT and development of training resources, case studies of the delivery of the CIT training, and a position paper supporting the adoption of a broad view of information technology training.) (MN)

ED 301 711 CE 051 485

Brown, Alan; Mills, Julian
Standards, Accreditation and Progression in Computer and Information Technology Education and Training and Their Implications for the Youth Training Scheme. Publication No. 4.
Centre for Research in Youth and Further Education, Surrey (England).; Roehampton Inst. of Higher Education (England).; Surrey Univ. (England).
SPONS AGENCY- Manpower Services Commission, London (England).
PUB DATE- Jan 88
NOTE- 109p.; For related documents, see CE 051 482-484.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Computer Science; Educational Policy; Educational Practices; Evaluation Criteria; Foreign Countries; *Information Science; *Job Training; Postsecondary Education; Prior Learning; Program Content; Secondary Education; *Student Certification; Student Evaluation; Technical Education; Vocational Education
IDENTIFIERS- *United Kingdom; *Youth Training Scheme

A study examined the role of computer and information technology (CIT) instruction in the Youth Training Scheme (YTS). A number of successful local YTS training schemes and initiatives were identified and analyzed. One phase of this analysis focused on standards, accreditation, and progression in the CIT component of the YTS. Special attention was paid to the following components: progression into YTS, computer awareness, general certificates of secondary education, the Technical and Vocational Education Initiative, certificates of prevocational education, achievements in CIT at school, and methods of taking account of prior learning. It was concluded that, besides being technically sound, good assessment must also be practicable, comprehensive, dynamic, and unobtrusive. Because assessment is not an exact science, assessment processes need to be judged against how they are intended to be used rather than against absolute criteria. This is especially true in YTS programs, where primary importance is given to CIT's role as an enabling technology and where transferability of training and context-dependent analysis are emphasized. (Appendixes include discussions of accreditation of prior learning experience in information technology, a case study of a typical computer studies scheme, reviews of a typical awareness certificate, standards for grades, certificates of prevocational education, vocational qualifications with an embedded CIT component in the clerical and retail fields, learning outcomes and assessment for scheme modules, and two assessment schemes.) (MN)

ED 301 712 CE 051 489

Learn, Grow, Become. FFA Edition.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 235p.; For related documents, see CE 051 490-492. Some pages printed on colored paper.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. AG1100--$20.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Behavioral Objectives; *Communication Skills; *Leadership; Leadership Training; Learning Activities; Lesson Plans; Meetings; *Parliamentary Procedures; Secondary Education; *Speech Instruction; Speech Skills; *Student Organizations; Vocational Education
IDENTIFIERS- *Future Farmers of America

This guide is intended to assist vocational teachers in preparing their students to assume a leadership role in the Future Farmers of America (FFA). The five instructional units provided deal with the history; primary objectives; and principal activities of the FFA; parliamentary procedure; the skills and qualities required to become an FFA leader; and techniques for giving effective presentations. Each instructional unit contains some or all of the following: performance objectives, suggested activities, information sheets, supplemental activities to support materials included on the information sheets, transparency masters, assignment sheets, job sheets, tests, answers to the unit test and assignment sheets, and supplemental information on appropriate teaching methods. (MN)

ED 301 713 CE 051 490

Learn, Grow, Become. DECA Edition.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 196p.; For related documents, see CE 051 489-492. Document contains colored paper.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. DE1100--$20.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Communication Skills; *Distributive Education; *Leadership; Leadership Training; Learning Activities; Lesson Plans; Meetings; *Parliamentary Procedures; Secondary Education; *Speech Instruction; Speech Skills; *Student Organizations
IDENTIFIERS- *Distributive Education Clubs of America

This guide is intended to assist vocational teachers in preparing their students to assume a leadership role in the Distributive Education Clubs of America (DECA). The five instructional units provided deal with the history; primary objectives; and principal activities of DECA; parliamentary procedure; the skills and qualities required to become a DECA leader; and techniques for giving effective presentations. Each instructional unit contains some or all of the following: performance objectives, suggested activities, information sheets, supplemental activities to support materials included on the information sheets, transparency masters, assignment sheets, job sheets, tests, answers to the unit test and assignment sheets, and supplemental information on appropriate teaching methods. (MN)

ED 301 714 CE 051 491

Learn, Grow, Become. AIASA Edition.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 213p.; For related documents, see CE 051 489-492.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TE1100--$20.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Communication Skills; *Industrial Arts; *Leadership; Leadership Training; Learning Activities; Lesson Plans; Meetings; *Parliamentary Procedures; Secondary Education; *Speech Instruction; Speech Skills; *Student Organizations; Trade and Industrial Education
IDENTIFIERS- *American Industrial Arts Student Association

This guide is intended to assist vocational teachers in preparing their students to assume a leadership role in the American Industrial Arts Student Association (AIASA). The five instructional units provided deal with the history; primary objectives; and principal activities of the AIASA; parliamentary procedure; the skills and qualities required to become an AIASA leader; and techniques for giving effective presentations. Each instructional unit contains some or all of the following: performance objectives, suggested activities, information sheets, supplemental activities to support materials included on the information sheets, transparency masters, assignment sheets, job sheets, tests, answers to the unit test and assignment sheets, and supplemental information on appropriate teaching methods. (MN)

ED 301 715 CE 051 492

Learn, Grow, Become. FHA/HERO Edition.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 230p.; For related documents, see CE 051 489-491. Document contains colored paper.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. HE1100--$20.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Communication Skills; Home Economics; *Leadership; Leadership Training; Learning Activities; Lesson Plans; Meetings; *Occupational Home Economics; *Parliamentary Procedures; Secondary Education; Speech Instruction; Speech Skills; *Student Organizations
IDENTIFIERS- *Future Homemakers of America; *Home Economics Related Occupations

This guide is intended to assist vocational teachers in preparing their students to assume a leadership role in the Future Homemakers of America (FHA) or Home Economics Related Occupations (HERO). The five instructional units provided deal with the history; primary objectives; and principal activities of the FHA/HERO; parliamentary procedure; the skills and qualities required to become an FHA/HERO leader; and techniques for giving effective presentations. Each instructional unit contains some or all of the following: performance objectives, suggested activities, information sheets, supplemental activities to support materials included on the information sheets, transparency masters, assignment sheets, job sheets, tests, answers to the unit test and assignment sheets, and supplemental information on appropriate teaching methods. (MN)

ED 301 716   CE 051 493

Fundamentals of Construction. Introduction to Construction Series. Instructor Edition.

Associated General Contractors of America, Washington, D.C.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88

NOTE- 792p.; For related documents, see CE 051 494-499. Document contains colored paper.

AVAILABLE FROM- Associated General Contractors of America, Manpower and Training Services, 1957 E Street, NW, Washington, DC 20006 (Order No. 64--$30.00).

LANGUAGE- English

EDRS Price - MF05/PC32 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Building Trades; Competency Based Education; *Construction (Process); *Construction Industry; Curriculum Guides; Equipment; Learning Activities; Postsecondary Education; Secondary Education; Student Evaluation; Tests; *Trade and Industrial Education; Transparencies

This competency-based curriculum guide begins the Introduction to Construction series. The series is designed with the flexible training requirements of open shop contractors, preapprenticeship programs, multicraft high school programs, technology education programs, and cooperative education programs in mind. This guide contains 3 sections and 15 instructional units: industry orientation (free enterprise system, infrastructure of the United States, starting a business, industry orientation, becoming a good leader, job advancement), basic construction knowledge (orientation to safety and basic first aid, basic math, measuring, basic plan reading, builder's level and transit, site layout), and related equipment (tools and equipment related to all crafts, ladders and scaffolds, rigging and material handling). Eight basic components form a unit of instruction: performance objectives (unit and specific objectives), suggested activities for the teacher (an outline of unit contents and an instructor's guide), information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. (YLB)

ED 301 717　　　　　　　　　　　　CE 051 494

Introduction to Drywall. Introduction to Construction Series. Instructor Edition.

Associated General Contractors of America, Washington, D.C.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88

NOTE- 115p.; For related documents, see CE 051 493-499. Document contains colored paper.

AVAILABLE FROM- Associated General Contractors of America, Manpower and Training Services, 1957 E Street, NW, Washington, DC 20006 (Order No. 66.53--$20.00).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Building Trades; Competency Based Education; *Construction (Process); *Construction Materials; Curriculum Guides; Equipment; Learning Activities; Postsecondary Education; Secondary Education; Structural Elements (Construction); Student Evaluation; Tests; *Trade and Industrial Education; Transparencies

IDENTIFIERS- *Drywall Construction

This competency-based curriculum guide on the specialty area of drywall is part of the Introduction to Construction series. The series is designed with the flexible training requirements of open shop contractors, preapprenticeship programs, multicraft high school programs, technology education programs, and cooperative education programs in mind. This guide contains three instructional units: drywall materials, drywall tools, and drywall layout and basic skills. Eight basic components form a unit of instruction: performance objectives (unit and specific objectives), suggested activities for the teacher (an outline of unit contents and an instructor's guide), information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. (YLB)

ED 301 718   CE 051 495

Introduction to Concrete Masonry. Introduction to Construction Series. Instructor Edition.

Associated General Contractors of America, Washington, D.C.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88

NOTE- 211p.; For related documents, see CE 051 493-499. Document contains colored paper.

AVAILABLE FROM- Associated General Contractors of America, Manpower and Training Services, 1957 E Street, NW, Washington, DC 20006 (Order No. 66.35--$20.00).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Building Trades; *Cement Industry; Competency Based Education; Construction (Process); Construction Industry; *Construction Materials; Curriculum Guides; Equipment; Learning Activities; *Masonry; Postsecondary Education; Secondary Education; Student Evaluation; Tests; *Trade and Industrial Education; Transparencies

This competency-based curriculum guide on the specialty area of concrete masonry is part of the Introduction to Construction series. The series is designed with the flexible training requirements of open shop contractors, preapprenticeship programs, multicraft high school programs, technology education programs, and cooperative education programs in mind. This guide contains four instructional units: concrete materials, concrete tools, concrete layout, and concrete basic skills. Eight basic components form a unit of instruction: performance objectives (unit and specific objectives), suggested activities for the teacher (an outline of unit contents and an instructor's guide), information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. (YLB)

ED 301 719 CE 051 496

Introduction to Carpentry. Introduction to Construction Series. Instructor Edition.

Associated General Contractors of America, Washington, D.C.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88

NOTE- 220p.; For related documents, see CE 051 493-499. Document contains colored paper.

AVAILABLE FROM- Associated General Contractors of America, Manpower and Training Services, 1957 E Street, NW, Washington, DC 20006 (Order No. 66.31--$20.00).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Building Trades; *Carpentry; Competency Based Education; *Construction (Process); Construction Industry; Curriculum Guides; Equipment; Learning Activities; Postsecondary Education; Secondary Education; Student Evaluation; Tests; *Trade and Industrial Education; Transparencies

This competency-based curriculum guide on the specialty area of carpentry is part of the Introduction to Construction series. The series is designed with the flexible training requirements of open shop contractors, preapprenticeship programs, multicraft high school programs, technology education programs, and cooperative education programs in mind. This guide contains four instructional units: carpentry materials, carpentry tools, carpentry layout, and carpentry basic skills. Eight basic components form a unit of instruction: performance objectives (unit and specific objectives), suggested activities for the teacher (an outline of unit contents and an instructor's guide), information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. (YLB)

ED 301 720 CE 051 497

Introduction to Plumbing. Introduction to Construction Series. Instructor Edition.

Associated General Contractors of America, Washington, D.C.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88

NOTE- 194p.; For related documents, see CE 051 493-499. Document contains colored paper.

AVAILABLE FROM- Associated General Contractors of America, Manpower and Training Services, 1957 E Street, NW, Washington, DC 20006 (Order No. 66.43--$20.00).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Building Trades; Competency Based Education; *Construction (Process); Construction Industry; Construction Materials; Curriculum Guides; Equipment; Learning Activities; *Plumbing; Postsecondary Education; Secondary Education; Student Evaluation; Tests; *Trade and Industrial Education; Transparencies

This competency-based curriculum guide on the specialty area of plumbing is part of the Introduction to Construction series. The series is designed with the flexible training requirements of open shop contractors, preapprenticeship programs, multicraft high school programs, technology education programs, and cooperative education programs in mind. This guide contains four instructional units: plumbing materials, plumbing tools, plumbing layout, and plumbing basic skills. Eight basic components form a unit of instruction: performance objectives (unit and specific objectives), suggested activities for the teacher (an outline of unit contents and an instructor's guide), information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. (YLB)

ED 301 721 CE 051 498

Introduction to Sheet Metal. Introduction to Construction Series. Instructor Edition.

Associated General Contractors of America, Washington, D.C.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 192p.; For related documents, see CE 051 493-499. Document contains colored paper
AVAILABLE FROM- Associated General Contractors of America, Manpower and Training Services, 1957 E Street, NW, Washington, DC 20006 (Order No. 66.47--$20.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Building Trades; Competency Based Education; *Construction (Process); Construction Industry; Curriculum Guides; Equipment; Learning Activities; Postsecondary Education; Secondary Education; *Sheet Metal Work; Student Evaluation; Tests; *Trade and Industrial Education; Transparencies

This competency-based curriculum guide on the specialty area of sheet metal is part of the Introduction to Construction series. The series is designed with the flexible training requirements of open shop contractors, preapprenticeship programs, multicraft high school programs, technology education programs, and cooperative education programs in mind. This guide contains four instructional units: sheet metal materials, sheet metal tools, sheet metal layout, and sheet metal basic skills. Eight basic components form a unit of instruction: performance objectives (unit and specific objectives), suggested activities for the teacher (an outline of unit contents and an instructor's guide), information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. (YLB)

ED 301 722 CE 051 499

Introduction to Bricklaying. Introduction to Construction Series. Instructor Edition.

Associated General Contractors of America, Washington, D.C.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88

NOTE- 224p.; For related documents, see CE 051 493-498. Document contains colored paper.

AVAILABLE FROM- Associated General Contractors of America, Manpower and Training Services, 1957 E Street, NW, Washington, DC 20006 (Order No. 66.33--$20.00).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Bricklaying; *Building Trades; Competency Based Education; Construction (Process); Construction Industry; Construction Materials; Curriculum Guides; Equipment; Learning Activities; Postsecondary Education; Secondary Education; Student Evaluation; Tests; *Trade and Industrial Education;

Transparencies

This competency-based curriculum guide on the specialty area of bricklaying is part of the Introduction to Construction series. The series is designed with the flexible training requirements of open shop contractors, preapprenticeship programs, multicraft high school programs, technology education programs, and cooperative education programs in mind. This guide contains one section and four instructional units: bricklaying materials, bricklaying tools, bricklaying layout, and bricklaying basic skills. Eight basic components form a unit of instruction: performance objectives (unit and specific objectives), suggested activities for the teacher (an outline of unit contents and an instructor's guide), information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. (YLB)

ED 301 723 CE 051 510

Business & Office Secretarial Series. Duty Task List.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 80p.; For other duty/task lists, see CE 051 511-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Education; *Clerical Occupations; Employment Qualifications; Job Analysis; Job Skills; *Occupational Information; Office Machines; *Office Occupations Education; Postsecondary Education; Receptionists; Secondary Education; Secretaries; Shorthand; Typewriting; *Word Processing

This document contains the occupational duty/task lists for 11 occupations in the business and office secretarial series. Each occupation is divided into three to seven duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are general clerk; receptionist; secretary; word processor; executive secretary; secretary clerk; clerk typist; secretary, contract; stenographer; secretary, maintenance; and medical transcriptionist. A progress chart is provided for tracking individualized instruction. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (YLB)

ED 301 724 CE 051 511

Banking and Financial Services Series. Duty Task List.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 49p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Banking; Behavioral Objectives; *Business Education; Employment Qualifications; *Finance Occupations; *Financial Services; Job Analysis; Job Skills; *Occupational Information; Office Occupations; Postsecondary Education; Secondary Education

This document contains the occupational duty/task lists for five occupations in the banking and financial services series. Each occupation is divided into seven or eight duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are teller operator, safe deposit representative, customer service/account representative, proof operator, and new accounts representative. A progress chart is provided for tracking individualized instruction. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (YLB)

ED 301 725 CE 051 512

Word Processing Series. Duty Task List.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 28p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Clerical Occupations; Data Processing; Employment Qualifications; Job Analysis; Job Skills; *Occupational Information; *Office Occupations Education; Postsecondary Education; Secondary Education; *Word Processing

This document contains the occupational duty/task lists for two occupations in the word processing series. Each occupation is divided into 9 or 10 duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are word processing operator I and II. A progress chart is provided for tracking individualized instruction. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (YLB)

ED 301 726 CE 051 513

Data Processing Series. Duty Task List.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 46p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; Clerical Occupations; Computer Science Education; *Data Processing; Employment Qualifications; Job Analysis; Job Skills; *Occupational Information; Postsecondary Education; *Programers; Programing; Secondary Education; *Word Processing

This document contains the occupational duty/task lists for five occupations in the data processing series. Each occupation is divided into 5 to 11 duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are word processing operator, applications software specialist, accounting clerk, programmer trainee, and computer operator. A progress chart is provided for tracking individualized instruction. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (YLB)

ED 301 727 CE 051 514

Business and Office Managerial Series. Duty Task List.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 31p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Bookkeeping; Employment Qualifications; Job Analysis; Job Skills; *Occupational Information; *Office Management; *Office Occupations Education; Office Practice; Postsecondary Education; Secondary Education; *Secretaries; Typewriting
IDENTIFIERS- *Administrative Assistants

This document contains the occupational duty/task lists for three occupations in the business and office managerial series. Each occupation is divided into seven duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are office manager, administrative assistant, and secretary office manager. A progress chart is provided for tracking individualized instruction. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (YLB)

ED 301 728 CE 051 515

Business & Office Accounting/Bookkeeping Series. Duty Task List.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 39p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; Behavioral Objectives; *Bookkeeping; Clerical Occupations; Computer Oriented Programs; Employment Qualifications; *Information Processing; Job Analysis; Job Skills; *Occupational Information; *Office Occupations Education; Postsecondary Education; Recordkeeping; Secondary Education

This document contains the occupational duty/task lists for five occupations in the business and office accounting/bookkeeping series. Each occupation is divided into four to six duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are account clerk; bookkeeper, hand; bookkeeper, computer; accounts payable and receivable clerk; and computer account clerk. A progress chart is provided for tracking individualized instruction. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (YLB)

ED 301 729 CE 051 516

Microcomputer Series. Duty Task List.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 83p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Automation; Behavioral Objectives; Clerical Occupations; *Data Processing; Employment Qualifications; Job Analysis; Job Skills; *Microcomputers; *Occupational Information; Office Occupations Education; Postsecondary Education; *Programers; Secondary Education; Systems Analysts; *Word Processing

This document contains the occupational duty/task lists for eight occupations in the microcomputer series. Each occupation is divided into 5 to 11 duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are microcomputer operator, data entry clerk, data processing clerk, word processing specialist, microcomputer programmer, microcomputer analyst, microcomputer business applications specialist, and automated accounting clerk. A progress chart is provided for tracking individualized instruction. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (YLB)

ED 301 730   CE 051 517

Fashion Merchandising Series. Duty Task List.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 83p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Distributive Education; Employment Qualifications; *Fashion Industry; Job Analysis; Job Skills; *Merchandising; *Occupational Information; Postsecondary Education; Retailing; Sales Occupations; *Sales Workers; Secondary Education; Service Workers

This document contains the occupational duty/task lists for seven occupations in the fashion merchandising series. Each occupation is divided into 6 to 15 duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are manager, sales associate, buyer, visual merchandiser, fashion coordinator, receiving clerk/stocker, and cashier. A progress chart is provided for tracking individualized instruction. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and

was then synthesized by industry representatives, vocational instructors, and state-level representatives. (YLB)

ED 301 731 CE 051 518

Marketing Education/Business Management & Ownership Series. Duty Task List.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 77p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; Behavioral Objectives; *Business Administration; Business Administration Education; *Distributive Education; Employment Qualifications; Entrepreneurship; Job Analysis; Job Skills; *Managerial Occupations; *Marketing; *Occupational Information; Postsecondary Education; Salesmanship; Sales Occupations; *Sales Workers; Secondary Education

This document contains the occupational duty/task lists for eight occupations in the marketing education/business management and ownership series. Each occupation is divided into 4 to 12 duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are clerk, buyer, cashier/checker, customer service/service representative, manager/supervisor/owner, sales distributor, stocker, and advertising/marketing/display coordinator. A progress chart is provided for tracking individualized instruction. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (YLB)

ED 301 732 CE 051 519

Child Care Series. Duty Task List.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 52p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Child Caregivers; *Child Care Occupations; *Day Care; Day Care Centers; Employment Qualifications; Job Analysis; Job Skills; Occupational Home Economics; *Occupational Information; Postsecondary Education; School Age Day Care; Secondary Education; *Teacher Aides

This document contains the occupational duty/task lists for three occupations in the child care series. Each occupation is divided into 13 to 15 duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are child care director, teacher, and teacher's aide. A progress chart is provided for tracking individualized instruction. The two sets of occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (YLB)

ED 301 733 CE 051 520

Occupational Food Service Series. Duty Task List.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 57p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bakery Industry; Behavioral Objectives; *Cooks; Employment Qualifications; *Food Service; *Hospitality Occupations; Job Analysis; Job Skills; Managerial Occupations; *Occupational Information; Postsecondary Education; Secondary Education; Supervisors; *Waiters and Waitresses

This document contains the occupational duty/task lists for six occupations in the occupational food service series. Each occupation is divided into three to eight duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are manager, supervisor, service/wait person, salad and pantry cook, dinner and fry cook, and baker. A progress chart is provided for tracking individualized instruction. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (YLB)

ED 301 734 CE 051 521

Nursing Assisting Series. Duty Task List.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 36p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Employment Qualifications; *Geriatrics; Job Analysis; Job Skills; Medical Assistants; *Nurses Aides; *Occupational Information; *Older Adults; Personal Care Homes; Postsecondary Education; Residential Care; Secondary Education

This document contains the occupational duty/task lists for two occupations in the nursing assisting series. Each occupation is divided into 13 or 14 duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are nursing assistant/hospital assistant and long term care/geriatric assistant. A progress chart is provided for tracking individualized instruction. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (YLB)

ED 301 735 CE 051 522

Emergency Medical Technician Series. Duty Task List.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 20p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations; Behavioral Objectives; *Emergency Medical Technicians; Emergency Squad Personnel; Employment Qualifications; First Aid; Job Analysis; Job Skills;

*Medical Services; *Occupational Information; Postsecondary Education; Rescue

This document contains the occupational duty/task lists for 12 duties in the occupation of emergency medical technician. Each duty is divided into a number of tasks. A separate page for each duty lists the task with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The 12 duties are (1) professional aspects of emergency medical care; (2) patient evaluation; (3) respiratory maintenance; (4) cardiopulmonary resuscitation; (5) assessing soft tissue injuries and controlling bleeding; (6) the musculoskeletal system; (7) the nervous system; (8) medical emergencies; (9) environmental emergencies; (10) childbirth; (11) crisis intervention; and (12) emergency vehicle operations. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (KC)

ED 301 736 CE 051 523

Horticulture Series. Duty Task List.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 121p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; Behavioral Objectives; Employment Qualifications; Field Crops; Grounds Keepers; Herbicides; *Horticulture; Job Analysis; Job Skills; *Nursery Workers (Horticulture); *Occupational Information; *Ornamental Horticulture Occupations; Postsecondary Education

This document contains the occupational duty/task lists for 9 occupations in the horticulture series. Each occupation is divided into a number of duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are floral designer/florist; golf course, groundskeeper, park employee; garden center employee; greenhouse worker; interior plantscaper; nursery worker; vegetable grower; landscaper; and orchard employee. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (YLB)

ED 301 737 CE 051 524

Commercial Carpentry Series. Duty Task List.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 45p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Carpentry; *Construction (Process); Construction Materials; Employment Qualifications; Job Analysis; Job Skills; *Occupational Information; Postsecondary Education; *Structural Elements (Construction); Trade and Industrial Education

This document contains the occupational duty/task lists for 4 occupations in the commercial carpentry series. Each occupation is divided into a number of duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are carpenter, form builder/form setter, frame carpenter, and finish carpenter. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and

was then synthesized by industry representatives, vocational instructors, and state-level representatives. (KC)

ED 301 738 CE 051 525

Residential Carpentry Series. Duty Task List.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 56p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Carpentry; Construction (Process); *Construction Materials; Employment Qualifications; Job Analysis; Job Skills; *Occupational Information; Postsecondary Education; *Structural Elements (Construction); Trade and Industrial Education

This document contains the occupational duty/task lists for nine occupations in the residential carpentry series. Each occupation is divided into a number of duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are carpenter, form carpenter, frame carpenter, finish carpenter (exterior trim), finish carpenter (interior trim), insulation installer, cornice carpenter, roofer (shingles), and drywall hanger/drywall finisher. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (KC)

ED 301 739 · CE 051 526

Auto Body Series. Duty Task List.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88

NOTE- 37p.; For other duty/task lists, see CE 051 510-538.

AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Auto Body Repairers; Behavioral Objectives; Employment Qualifications; Job Analysis; Job Skills; Metal Working; Motor Vehicles; *Occupational Information; *Painting (Industrial Arts); Postsecondary Education; Repair; Trade and Industrial Education; Welding

This document contains the occupational duty/task lists for two occupations in the auto body series. Each occupation is divided into a number of duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are automotive body repairman and painter and refinisher. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (KC)

ED 301 740 CE 051 527

Cosmetology Series. Duty Task List.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 20p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center,

Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Cosmetology; Employment Qualifications; Job Analysis; Job Skills; *Occupational Information; Postsecondary Education; Service Occupations

This document contains the occupational duty/task lists for three occupations in the cosmetology series. Each occupation is divided into a number of duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are basic operator, manicurist, and facialist. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (KC)

ED 301 741 CE 051 528

Auto Mechanics Series. Duty Task List.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 81p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Employment Qualifications; Engines; Job Analysis; Job Skills; *Motor Vehicles; *Occupational Information; Postsecondary Education; Power Technology; *Repair; Small Engine Mechanics; Trade and Industrial Education

This document contains the occupational duty/task lists for eight occupations in the auto mechanics series. Each occupation is divided into a number of duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are engine repair specialist, automatic transmission/transaxle specialist, manual drivetrain and axles specialist, suspension and steering specialist, brake specialist, electrical systems specialist, heating and air conditioning specialist, and engine performance specialist. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (KC)

ED 301 742 CE 051 529

Welding Series. Duty Task List.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 61p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Construction (Process); *Construction Materials; Employment Qualifications; Job Analysis; Job Skills; Metal Working; *Occupational Information; Postsecondary Education; Structural Elements (Construction); Trade and Industrial Education; *Welding

This document contains the occupational duty/task lists for six occupations in the welding series. Each occupation is divided into a number of duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are general welder, TIG welder, MIG welder, stick welder, burner, and welder's helper. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (KC)

ED 301 743 CE 051 530

Electronics Series. Duty Task List.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 35p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Electrical Occupations; Electrical Systems; *Electronics; *Electronic Technicians; Employment Qualifications; Job Analysis; Job Skills; *Occupational Information; Postsecondary Education; *Repair; Trade and Industrial Education

This document contains the occupational duty/task lists for three occupations in the electronics series. Each occupation is divided into a number of duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are electronics technician, electronics assembler, and electronics mechanic. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (KC)

ED 301 744 CE 051 531

Diesel Mechanics Series. Duty Task List.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 87p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; *Diesel Engines; Employment Qualifications; Job Analysis; Job Skills; *Motor Vehicles; *Occupational Information; Postsecondary Education; *Repair; Small Engine Mechanics; Trade and Industrial Education

This document contains the occupational duty/task lists for 11 occupations in the diesel mechanics series. Each occupation is divided into a number of duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are tool room attendant; electrical repairman; cab climate control repairman; mechanic's helper; transmission/final drive mechanic; engine repairman; tune-up technician (fuel systems); hydraulics repairman; frame, suspension (brakes) and steering repairman; service/maintenance person (tires and detail); and farm equipment repair person. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (KC)

ED 301 745 CE 051 532

Printing Series. Duty Task List.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 70p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Employment Qualifications; Job Analysis; Job Skills; *Layout (Publications); *Occupational Information; *Photocomposition; Postsecondary Education; *Printing; Publishing Industry; Trade and Industrial Education

This document contains the occupational duty/task lists for 10 occupations in the printing series. Each occupation is divided into a number of duties. A separate page for each duty in the occupation lists the tasks in that duty along with its code number and columns to indicate whether that particular duty has been taught and to provide space for comments. The occupations are typesetter operator, keyline operator, paste-up artist, proof reader, camera operator, offset pressman, stripper, bindery operator, offset platemaker, and photo direct platemaker. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (KC)

ED 301 746   CE 051 533

Electricity Series. Duty Task List.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 28p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Electrical Systems; *Electricians; *Electricity; Electric Motors; Electronic Control; *Electronic Technicians; Employment Qualifications; Equipment Maintenance; Job Analysis; Job Skills; Maintenance; *Occupational Information; Secondary Education; *Trade and Industrial Education
IDENTIFIERS- Programable Logic Control; Troubleshooting

This task list is intended for use in planning and/or evaluating a competency-based course in electricity. The guide outlines the tasks entailed in 10 different duties typically required of employees in the following occupations: residential electrician apprentice, material handler/supply clerk, maintenance electrician apprentice, commercial/industrial electrician apprentice, and programmable logic control technician. The following duties are convered: roughing in and trimming out electrical systems; testing/troubleshooting electrical systems; replacing/repairing components; identifying tools and their uses; identifying materials and their uses; installing and maintaining alternating current motors; and installing, programming, and troubleshooting programmable logic controllers. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (MN)

ED 301 747 CE 051 534

Aircraft Mechanics Series. Duty Task List.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 217p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aviation Mechanics; Aviation Technology; Behavioral Objectives; Electronic Equipment; Employment Qualifications; *Engines; Equipment Maintenance; Equipment Utilization; Inspection; Job Analysis; Job Skills; Measurement Techniques; *Mechanics (Process); Metal Working; *Occupational Information; *Power Technology; Secondary Education; *Trade and Industrial Education; Welding

This task list is intended for use in planning and/or evaluating a competency-based course in aircraft mechanics. The guide outlines the tasks entailed in 24 different duties typically required of employees in the following occupations: airframe mechanic, power plant mechanic, aircraft mechanic, aircraft sheet metal worker, aircraft electrician, propeller repair person, fuel system mechanic, aircraft environmental mechanic, aircraft hydraulics/pneumatics mechanic, nondestructive tester, avionics mechanic, aircraft instrument repair person, power plant electrician, and aircraft welder. The following are among the duties covered: performing aircraft weight and balance operations; performing ground operations; using maintenance publications and maintaining forms and records; applying coverings and finishes; welding; repairing sheet metal structures; maintaining various aircraft and engine systems; inspecting electrical and fire protection systems; and performing assembly and rigging operations. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (MN)

ED 301 748 CE 051 535

Heating, Ventilation, and Air Conditioning Series. Duty Task List.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 45p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; Behavioral Objectives; Buildings; Electricity; Electric Motors; Employment Qualifications; *Equipment Maintenance; Equipment Utilization; *Heating; Job Analysis; Job Skills; Maintenance; *Occupational Information; Secondary Education; Thermal Environment; *Trade and Industrial Education; *Ventilation; Welding
IDENTIFIERS- Soldering

This task list is intended for use in planning and/or evaluating a competency-based course in heating, ventilation, and air conditioning. The guide outlines the tasks entailed in eight different duties typically required of employees in the following occupations: residential installer, domestic refrigeration technician, air conditioning and heating technician, and maintenance technician. The following duties are covered: brazing, cutting, fitting, and soldering pipe; installing and servicing electrical controls; and installing and servicing compressors, condensers, evaporators, domestic refrigerators, residential heating systems, motors and components, and heat pumps. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (MN)

ED 301 749 CE 051 536

Drafting Series. Duty Task List.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 136p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architectural Drafting; Behavioral Objectives; *Drafting; Employment Qualifications; *Engineering Drawing; Equipment Maintenance; *Equipment Utilization; Industrial Arts; Job Analysis; Job Skills; *Occupational Information; Orthographic Projection; Secondary Education; *Technical Illustration; *Trade and Industrial Education
IDENTIFIERS- *Computer Assisted Design

This task list is intended for use in planning and/or evaluating a competency-based course in drafting. The tasks required to perform the duties of seven types of drafters (i.e., general, architectural, electronic, civil, structural, mechanical, and process pipe drafters) and technical illustrators are outlined. The following are among the duties covered in the individual sections of the guide: recognizing the fields of drafting; using and maintaining basic drafting equipment and machines; demonstrating correct lettering techniques; constructing orthographic views; using basic geometric construction and reproduction processes; freehand sketching of orthographic and pictorial views; constructing pictorial and sectional drawings and auxiliary views; constructing intersections and developments; using inking techniques to construct drawings; solving mathematical problems related to drafting; and applying the principles of computer-aided design. The occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (MN)

ED 301 750 CE 051 537

Machine Tool Series. Duty Task List.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 41p.; For other duty/task lists, see CE 051 510-538.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Employment Qualifications; *Equipment Utilization; *Hand Tools; Job Analysis; Job Skills; *Machine Tool Operators; *Occupational Information; Secondary Education; *Trade and Industrial Education
IDENTIFIERS- *Power Tools

This task list is intended for use in planning and/or evaluating a competency-based course to prepare machine tool, drill press, grinding machine, lathe, mill, and/or power saw operators. The listing is divided into six sections, with each one outlining the tasks required to perform the duties that have been identified for the given occupation. The section devoted to machine tool operators covers the following duties: performing bench work (using hand and power tools) and operating a drill press, surface and cylindrical grinders, power saws, lathes, and milling machines. Each of the remaining five sections consists of two parts, an outline of the tasks required by operators of the specific tool being covered and a listing of related bench work tasks. The duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (MN)

ED 301 751 CE 051 538

Brick and Stone Masonry Series. Duty Task List.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 35p.; For other duty/task lists, see CE 051 510-537.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Bricklaying; *Construction (Process); *Construction Materials; Employment Qualifications; Estimation (Mathematics); Job Analysis; Job Skills; *Masonry; *Occupational Information; Secondary Education; *Trade and Industrial Education

This task list is intended for use in planning and/or evaluating a competency-based course in brick and stone masonry. The tasks required for 15 different duties performed by bricklayers and 13 different duties typically performed by rocklayers are outlined. The following bricklaying duties are covered: estimating materials for and laying out a wall, structure, sidewalk, or paving; constructing a wall and laying paving; constructing chimneys and fireplaces, sills and lintels, walls with control joints, walls of rubble or field stone, walls of precast or prefabricated units, piers and columns, beams, and steps and stairs; installing wall and floor tile; cleaning masonry, pointing and caulking joints, waterproofing, and installing glass block. The duty/task list for rocklaying covers most of the same tasks, only from the standpoint of working with stone rather than brick. The two sets of occupational duty/task lists are the result of an extensive two-step development process in which information on current occupational requirements was gathered from such sources as consortia, trade associations, and current curriculum materials and was then synthesized by industry representatives, vocational instructors, and state-level representatives. (MN)

ED 301 752 CE 051 548

Saravalli, Susan K.

Teenage Pregnancy: Educational Programs To Promote Self-Sufficiency. Monograph. Volume 1, Number 2.
Ohio State Univ., Columbus. Instructional Materials Lab.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Mar 86
NOTE- 6p.; Document contains colored ink and paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Career Education; *Early Parenthood; High Schools; *Intervention; *Parent Education; *Parenthood Education; Parenting Skills; Pregnancy; *Pregnant Students; State Programs; Statewide Planning; Youth Problems

The seriousness of the consequences of teenage pregnancy and parenthood results in substantial long-term costs to the public as well as immeasurable personal implications. Education may be one way to combat the deleterious effects. Since attendance at school seems to be the avenue for acquiring the necessary knowledge and skills to become self-sufficient and competent in society, priority must be given to connecting or reconnecting these adolescents to the school system. Since 1980, Ohio has been a pioneer in establishing intervention programs for pregnant and parenting adolescents, when the pilot program, Graduation Reality and Dual Role Skills (GRADS), was begun. GRADS is a vocational home economics in-school secondary program for pregnant students and/or young parents in grades 9-12 in comprehensive high schools and joint vocational schools. Although GRADS was initially funded through a Comprehensive Employment and Training Act Title IV Demonstration Project, vocational education unit funding supports it today. The program is individualized and has a four-part curriculum: a healthy pregnancy, responsible parenting I and II, and career development. Many GRADS programs offer enrichment programs and child care. GRADS students learn to become self-sufficient, secure persons; effective parents; and productive employees. (YLB)

ED 301 753   CE 051 549

Fear-Fenn, Marcia; And Others
Sex Equity in Vocational Education. Monograph. Volume 1, Number 3.
Ohio State Univ., Columbus. Instructional Materials Lab.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Apr 86
NOTE- 6p.; Document contains colored ink and paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil Rights; Classroom Techniques; Education Work Relationship; *Equal Education; Federal Legislation; Females; Instructional Materials; Males; Postsecondary Education; Secondary Education; *Sex Bias; *Sex Discrimination; *Sex Fairness; *Sex Stereotypes; Teacher Attitudes; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Title IX Education Amendments 1972

The goal of sex equity in education is to provide unrestricted opportunities for all students. As a result of upbringing, most people have a different set of expectations, behavior standards, rewards, and punishments for females and males. This way of responding differently to each sex is called bias. Sex bias leads to sex discrimination, which has widespread effects on all persons. The three areas of bias most related to curriculum are textbook bias, language bias, and behavioral bias. Sex stereotypes are widespread in all these areas. Stereotyping denies the diversity, complexity, and variation that exists in any group of individuals. Even teachers with a strong orientation toward equity can act on stereotypes. The three steps necessary to eliminate sex stereotyping are awareness, understanding, and action. Teachers should evaluate their classroom environment to check for bias, include students in these activities, and take steps to make the classroom sex-fair. Students should be encouraged to take classes that are nontraditional for their sex, and other students must not be allowed to make fun of them. Two major pieces of legislation form the basis for sex equity in vocational education: Title IX of the Education Amendments of 1972 and Title II of the Carl D. Perkins Vocational Education Act of 1984. Because they are shaping the lives of students, vocational educators have a responsibility to be as sex-fair as possible. (KC)

ED 301 754 CE 051 550

Fear-Fenn, Marcia
Women and Men: Preparing for the Future. Monograph. Volume 1, Number 4.

Ohio State Univ., Columbus. Instructional Materials Lab.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Nov 86
NOTE- 8p.; Document contains colored ink and paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Needs; *Education Work Relationship; *Employment Patterns; *Employment Projections; Females; *Futures (of Society); Males; Postsecondary Education; Relevance (Education); School Business Relationship; Secondary Education; Sex Discrimination; *Sex Stereotypes

Today's life-styles and labor force are changing as more women enter the workplace and the workplace becomes more service- and information-oriented. However, women still earn much less than men and are more likely to live in poverty than their male counterparts. Schools also have changed, as equity in education has been mandated. At present, excellence in education is being stressed, but equity is needed first. Although widely believed myths suggest that girls and women have more verbal ability and are more successful in school, research shows these ideas to be false. Girls start out ahead, but receive lower scores as they advance in an educational system that is built on the model of the male learning style. However, schools are enrolling more girls and women in nontraditional courses, and these programs may lead to higher-paid employment for women in the future. Many of the jobs of the future will be in service and highly technical occupations. In particular, more opportunities for technicians and for entrepreneurs will open up. If the education establishment is to keep up with these trends, educators must interact more with business leaders in order to keep abreast of change in the job world. More adults will retrain and many people will continue to learn throughout their lives. Schools must meet the challenges caused by these new realities. (KC)

ED 301 755 CE 051 551

Withers, Nancy A.
Sexual Harassment: An Overview. Monograph. Volume 2, Number 1.

Ohio State Univ., Columbus. Instructional Materials Lab.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Feb 87
NOTE- 8p.; Document contains colored ink and paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Rights; Compliance (Legal); *Federal Legislation; Females; Males; Postsecondary Education; Secondary Education; *Sex Discrimination; *Sex Fairness; *Sexual Harassment; Work Environment
IDENTIFIERS- Civil Rights Act 1964 Title VII

Sexual harassment is a problem in high schools, on college campuses, and in the workplace, although unclear definitions and misinterpretations of sexual harassment have led many to believe that the amount of sexual harassment that occurs is minimal. Sexual harassment has been defined as a continuum of behaviors, with physical sexual assault at one extreme and nonverbal, sexually suggestive behavior at the other extreme. Studies suggest that more females than males are victims of sexual harassment. Sexual harassers are usually males in a position of authority who can force the cooperation of the victim by coercion. Sexual harassment leads to fear, anxiety, guilt, and anger for the victims; many victims feel they should have done something to prevent the harassment. Persons who feel they are being harassed should take immediate, firm steps to stop the behavior. They should document the incidents in case a suit is filed. They can complain to the appropriate officers in their organization or to the state or federal agency that has jurisdiction in the matter. Some organizations have published written guidelines forbidding harassment and specifying the actions that should be taken by persons who feel they have been harassed. (KC)

ED 301 756 CE 051 552

Slater, Shirley; Cibrowski, Lee

Infusing Sex Equity into the Curriculum. Monograph. Volume 2, Number 2.

Ohio State Univ. Columbus. Instructional Materials Lab.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Mar 87

NOTE- 8p.; Document contains colored ink and paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attitude Change; Change Strategies; *Integrated Curriculum; Secondary Education; *Sex Fairness; Sex Stereotypes; *Teaching Methods; *Vocational Education

This monograph proposes that sex equity should be infused and integrated into all aspects of the vocational curriculum until equity is accepted as an integral component of the educational process. It suggests that the leadership will come from vocational supervisors, vocational teachers, the Board of Education, state department staff, and officers and members of professional organizations. These recommendations are made for encouraging infusion: leaders who serve as role models, educators who set an example, support and rewards, inservice education, and monitoring. A checklist is provided for evaluating sex equity curriculum infusion. A discussion of the importance of infusion is followed by a list of examples of teaching and learning strategies that can be used to introduce and integrate equity into the curriculum. Evaluation of the effectiveness of the sex equity infusion is suggested as the final step in the infusion process. A selected bibliography is provided. (YLB)

ED 301 757 CE 051 556

Oldham, Lea Leever
Entrepreneurship in the Eighties. Monograph. Volume 3, Number 2.
Ohio State Univ., Columbus. Instructional Materials Lab.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Mar 88
NOTE- 6p.; Document contains colored ink and paper and uses small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Business Administration; *Business Education; Career Education; Employed Women; *Entrepreneurship; *Females; Postsecondary Education; Secondary Education; Sex Fairness; *Small Businesses
IDENTIFIERS- Ohio; *Self Employment

Vocational schools are an excellent breeding ground for entrepreneurs. In addition to such programs as the Free Enterprise Project at the Auburn Career Center (Lake County, Ohio), some vocational schools, including Auburn, offer optional, short-term entrepreneurial programs. Entrepreneurship training in secondary educational institutions is becoming more widespread, reflecting the overall increase in self-employed individuals. In addition to educational and risk-taking characteristics, people who become entrepreneurs had early exposure to business ownership through family role models, were fired at least once, are customer-oriented, and feel that working hard is the key to success. The 1986 Tax Reform Act makes business ownership extremely attractive from a tax standpoint. Women entrepreneurs seek the opportunity to make more money than they might make working for someone else. They also go into business for the same basic reasons men do and have the same general characteristics and backgrounds as their male counterparts. Female-owned businesses sometimes have the advantage over businesses owned by white males, because they are considered a minority and get local and state assistance. Women business owners' support groups are found throughout Ohio. Management assistance is available from many governmental agencies in Ohio that long have been at the forefront in recognizing changes in employment and business. (Contact information is provided.) (YLB)

ED 301 758 CE 051 557

Beck, Suzanne L.

Career Education for Students with Handicaps. Monograph. Volume 3, Number 3.

Ohio State Univ., Columbus. Instructional Materials Lab.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 88
NOTE- 8p.; Document contains colored ink and paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Career Education; *Disabilities; *Equal Education; Federal Legislation; *Females; Handicap Identification; Mainstreaming; Minority Groups; Racial Discrimination; Secondary Education; Sex Fairness; Social Discrimination; Special Education; State Programs; *Student Placement; Transitional Programs; Vocational Education; *Vocational Evaluation

Career preparation, of which formal vocational education is only a part, must be integrated into handicapped students' education. To prepare handicapped students for employment, their disabilities and abilities need to be identified and understood and their skills and interests should be matched to appropriate training and employment. Meaningful work is necessary for psychological well-being, and handicapped youth deserve opportunities to achieve self-actualization through challenging and fulfilling work. Factors that interfere with successful employment include outdated attitudes, negative self-image, and a lack of positive, handicapped role models. The most underserved individual--the disabled minority female--should be targeted for the most aggressive services. Over the past several years, federal legislation has had a substantial impact on opportunities for disabled individuals. Ohio has been aggressive in addressing the mandates by developing a continuum with four levels of programming. An overwhelming need exists for schools to emphasize transition services, to adopt a more functional and less developmental curriculum, to increase real job experiences, and to follow up program leavers. These changes imply the need for revisions in preservice and inservice education and for complete infusion of career education into the special education classroom. (YLB)

ED 301 759 CE 051 564

State Policies concerning Vocational Education. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-89-420
PUB DATE- Nov 88
NOTE- 61p.; Data series FRSS-30.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgeting; Comparative Analysis; Disadvantaged; Educational Finance; Educational Legislation; *Educational Policy; Federal Legislation; Financial Support; Grants; Postsecondary Education; *Quality Control; *Resource Allocation; Secondary Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

A study compared state policies concerning vocational education. Particular emphasis was placed on the states' use of federal allocations, allocations between secondary and postsecondary education, ability to receive grants and spend the full allocation, additional sources of state financial aid, and quality control mechanisms. It was discovered that competition was the method used most often to distribute federal funds in those categories of the Carl D. Perkins Vocational Education Act where states were given discretion over funding allocation methods. The funds allocated to postsecondary education varied by state and by category. Within each Perkins Act category, at least one state allocated no funds to postsecondary education whereas another state allocated all funds to postsecondary education. Half the states split funds for disadvantaged persons into separate pools for secondary and postsecondary education before applying the intrastate formula specified in the act. The state programs were characterized by strong regional differences, with the central and western regions showing strong similarities. (Appendixes include information on the survey methodology and data reliability, state-by-state tables, and a copy of the survey instrument.) (MN)

ED 301 760 CE 051 570

Broadbent, William
State Vocational Education Resource Document: Planning for the Intermediate Future.
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- Aug 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Demography; Economic Change; *Economic Development; Educational Change; *Educational Needs; Educational Objectives; Educational Planning; Employment Projections; *Needs Assessment; *Population Trends; Postsecondary Education; Program Improvement; Secondary Education; *Statewide Planning; Tables (Data); *Vocational Education
IDENTIFIERS- *Hawaii

This report, which presents various economic and demographic data about Hawaii, is intended to assist persons responsible for the short-term planning of vocational-technical education programs in the state. The report is organized in terms of a series of potentially relevant concerns that should be considered during the educational planning process. The first part summarizes the major demographic projections for the state, examines the relationship between employment opportunities and population growth, and discusses ethnic projections and their influence on employment. Part 2 discusses the likely course of economic development on the islands of Hawaii, Oahu, Lanai, Kauai, Molokai, and Maui and examines the role of defense in the state's economic development. The third part deals with the implications of demographic trends, population growth, ethnicity, industry, and economic development for vocational education and describes the state's employment outlook for the foreseeable future. A series of tables and technical data about the state as a whole and the individual islands is appended. (MN)

ED 301 761 CE 051 576

Duenk, Lester G.
When Is a Task a Task?
PUB DATE- Dec 88
NOTE- 17p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Competency Based Education; Curriculum Development; Instructional Material Evaluation; *Instructional Materials; *Integrated Curriculum; *Material Development; Secondary Education; *Task Analysis; Teacher Developed Materials; *Vocational Education

Over the past decade, vocational and technical education teachers were encouraged to use commercially produced task lists to develop their curriculum materials. Unfortunately, however, many commercially developed task lists distributed by private companies, state departments of education, universities, and many other agencies may, to some extent, inhibit rather than promote the smooth flow of true cumulative learning progression. Throughout the history of the competency-based education movement, teachers have usually developed their own hierarchy of tasks with the help of advisory committees. Teachers also worked in small groups to develop mutually accepted competency lists in specific occupational areas. Today, with the increased use of commercial ready-made materials, many teachers no longer feel the need for thinking through their own curriculum approaches. Although it is true that many commercially produced task lists have been subjected to extensive industry validation, including field reviews, they often include tasks that are far too complex to be considered teaching tasks for a school situation. Vocational teachers should remember that, although industry-validated task lists are valuable sources of insight on employers' needs, any task list for a specific vocational program must be developed with consideration of the educational needs and levels of the students who will be mastering the tasks. (MN)

Duenk, Lester G.; Chappelka, Cynthia
Non-Traditional T&I and HOE Degree Programs at Virginia Tech.
PUB DATE- Dec 88
NOTE- 20p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; *Allied Health Occupations Education; Associate Degrees; Bachelors Degrees; Curriculum; *Degree Requirements; Masters Degrees; *Nontraditional Education; Postsecondary Education; *Program Content; *Trade and Industrial Education; *Work Experience Programs
IDENTIFIERS- *Virginia Polytechnic Inst and State Univ

Virginia Tech has had an undergraduate bachelor of sciences degree program in vocational industrial education (also known as trade and industrial or T&I) since 1957. It was among the first institutions in the nation to establish such a program. Virginia Tech's program was renamed vocational industrial/health occupations education in 1978. The program provides students with four options. Option 1, vocational industrial education, is an undergraduate-level program that offers training in 41 different specialty areas. The second option, health occupations education (HOE), is open to candidates with similar levels of academic and/or professional achievement and offers professional training in seven different health occupations. The third option, industrial cooperative training, is designed to prepare students for positions as industrial cooperative training coordinators in public schools and community colleges. The fourth option, vocational industrial education/health occupations education training and development, is intended for professional preparation of education training specialists who are skilled, confident, and resourceful. (Appendixes include check sheets for the various Virginia Tech industrial and health occupations program options.) (MN)

ED 301 763 CE 051 579

Curriculum Guide, Index, and Matrix for IRCA ESL Programs.
Comprehensive Adult Student Assessment System Consortium.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 88
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Annotated Bibliographies; Behavioral Objectives; Citizenship Education; *Civics; Communication Skills; Community Resources; *Competency Based Education; Consumer Economics; Daily Living Skills; *English (Second Language); *Fused Curriculum; Health Education; Immigrants; Integrated Curriculum; Laws; Political Science; *Second Language Instruction
IDENTIFIERS- *Immigration Reform and Control Act 1986

This package consists of a curriculum guide, index, and matrix for English as a second language (ESL) programs supported by the Immigration Reform and Control Act (IRCA). The curriculum guide contains the following components: (1) an IRCA competency list for ESL beginning- and intermediate-level courses that integrates ESL and civics competencies (basic communication, consumer economics, community resources, health, occupational knowledge, and government and law); (2) a list of Comprehensive Adult Student Assessment System (CASAS) competencies for ESL/civics; (3) an IRCA bibliography; and (4) CASAS scale scores and brief descriptions of ESL instruction at the beginning and intermediate levels. The curriculum index and matrix is divided into two sections. Section 1, the curriculum index, lists publishers, their mailing addresses, and their materials that are included in the IRCA curriculum matrix. Section 2 links the information provided in Section 1 to the CASAS competencies. All entries include information about the following: publisher, topic covered, instructional program for which the material is intended, and level of instruction. (MN)

ED 301 764   CE 051 581

Smith, Christopher A.
How To Write Vocational Training Manuals.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
REPORT NO.- ISBN-0-916671-68-2
PUB DATE- 88
NOTE- 88p.
AVAILABLE FROM- Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 ($14.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Guides; *Instructional Materials; *Job Training; Material Development; Postsecondary Education; Secondary Education; *Staff Development; *Technical Writing; Vocational Education; *Vocational Rehabilitation; Writing Skills

Vocational rehabilitation facilities can vary greatly from the standpoints of the client populations they serve and the services they provide. Therefore, to be maximally effective, training manuals for the staff at vocational rehabilitation facilities must be developed at the individual facility at which the staff training is taking place. This guide is intended to serve as a blueprint that will allow facility staff to write training manuals to satisfy the unique needs of their own facility. The following topics are covered in the individual chapters: three critical elements of a training manual (presentation of factual data, knowledge and performance factors, and criteria levels for passing each knowledge and performance area); ways of combining the critical elements in manual form; techniques for describing program content and procedures (research-based and descriptive methods); analysis of program content and procedures (including all critical elements and following standard instructional development strategies); and procedures for reviewing the manual. Appendixes include two sample training manuals--a "services" manual and a manual based on combining knowledge-based data, skill-based data, and presentation description. (MN)

ED 301 765 CE 051 582

Botterbusch, Karl F.; Smith, Christopher A.

The Community Vocational Transition Center.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
REPORT NO.- ISBN-0-916671-81-X
PUB DATE- 88
NOTE- 192p.
AVAILABLE FROM- Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 ($22.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Community Centers; Feasibility Studies; Job Placement; Models; Needs Assessment; Postsecondary Education; *Program Development; Program Evaluation; *Program Implementation; Referral; *Rehabilitation Centers; Student Placement; *Transitional Programs; Vocational Evaluation; *Vocational Rehabilitation; Vocational Training Centers

This monograph outlines a model procedure for developing and running a community vocational transition center that would assist workers in making various planned and unplanned vocational transitions throughout their lives by offering a comprehensive array of vocational assessment and transition services. The first chapter addresses the question of whether a community vocational center can be competitively positioned. The next three chapters discuss the steps entailed in conducting a feasibility study, profiling center services, and establishing a center. Chapter 5 describes the following specific assessment services that can be offered to clients: literacy, abilities/skills, physical demands, interests, work behaviors and attitudes, vocational aptitude, psychological, and comprehensive. The sixth chapter describes the following five services related to referral and placement: occupational exploration, job/training matching, job-seeking skills, vocational and educational counseling, and living skills assessment. Some possible service combinations are explored in chapter 7. Chapter 8 is devoted to the service process, and chapter 9 deals with program evaluation. A 10-page reference list is followed by appendixes including an initial interview form and addresses of developers of tests, assessments, and work samples. (MN)

ED 301 766 CE 051 583

Vocational Exploration for Students in Grades 7-10. Tip Sheet.

Ohio State Univ., Columbus. Instructional Materials Lab.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Dec 85
NOTE- 4p.; Document contains colored paper and ink. For related documents, see CE 051 584-586.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Education; *Career Exploration; *Career Planning; Demonstration Programs; Junior High Schools; Learning Activities; Middle Schools; *Nontraditional Occupations; Program Descriptions; Program Development; *Sex Fairness; Sex Role; Sex Stereotypes; *Vocational Education

This publication highlights some of the activities that have been successful career exploration experiences for students. The activities are in response to the Ohio Division of Vocational and Career Education's goal of improving sex equity in vocational and technical education programs. Five activities are described: Career Awareness Program (Jackson Local Schools), which provides a career orientation for ninth-grade students on a voluntary sign-up basis; Exploring Nontraditional Job Opportunities (Gordon D. James Career Center, Warren), a workshop offered to eighth-grade students; Improving Sex Equity through Career Orientation (North Canton City Schools), a program that offered sixth- and eighth-grade students an opportunity to tour their vocational programs and learn about the course selection process; Career Day--Exploring Traditional and Nontraditional Opportunities (W.E. Stebbins High School, Dayton), a workshop on sex-role stereotyping and job exploration for freshman and sophomore students and three different career sessions; and World of Work Program (Ashtabula County Joint Vocational School), which offered seventh- and eighth-grade students a chance to experience 10 different vocational areas. Each description concludes with the name, address, and telephone number of a contact person. (YLB)

ED 301 767 CE 051 584

Recruitment Strategies. Tip Sheet.
Ohio State Univ., Columbus. Instructional Materials Lab.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Jan 86
NOTE- 4p.; Document contains colored paper and ink. For related documents, see CE 051 583-586.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Exploration; Elementary Secondary Education; Inservice Education; *Nontraditional Occupations; Parent Participation; *Publicity; Public Relations; *Sex Fairness; Sex Stereotypes; *Student Recruitment; *Vocational Education

This publication provides a comprehensive list of strategies from which vocational educators can choose when designing a recruitment campaign. The strategies are aimed at increasing the participation of females and males in Ohio's vocational programs. They offer suggestions for (1) involving elementary and middle schools, high schools, parents, and advisory committees; (2) providing inservice activities for educators, prevocational exploratory sessions for 9th- and 10th-grade students, peer and other support services, and a resource file; (3) examining personal attitudes, attitudes of school personnel, instructional materials (textbooks, teaching, and resource materials), and course titles, descriptions, guidance, and recruitment materials; and (4) publicizing vocational programs and employment opportunities in vocational fields through projects, posters, displays, exhibits, career fairs, and programs. (YLB)

ED 301 768 CE 051 585

Effective Vocational Recruitment Programs. Tip Sheet.

Ohio State Univ., Columbus. Instructional Materials Lab.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Feb 86
NOTE- 4p.; Document contains colored paper and ink. For related documents, see CE 051 583-586.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; Minority Groups; *Nontraditional Occupations; *Publicity; Public Relations; Secondary Education; *Sex Fairness; *Student Recruitment; *Vocational Education

This publication highlights Ohio programs that offer successful ideas for recruiting students into nontraditional programs and promoting interest in vocational education in general. Six programs are described: (1) Parent Enrollment Counseling (Great Oaks Joint Vocational School District, Laurel Oaks Career Development Campus, Cincinnati), a program that includes gathering information about potential students and making and continuing contact with them; (2) Orientation and Recruitment Film (U.S. Grant Career Center, Bethel), an orientation program that introduced students to nontraditional vocational programs; (3) Nontraditional Student Recruiting Billboards (Lorain City Schools), a program that used a poster showing students working in nontraditional vocational programs as a theme in a recruitment brochure, booklet, and videotape; (4) I'm Sold on the JVs (Columbiana County Joint Vocational School, Lisbon), a promotional campaign using posters; (5) Updating of Recruitment Materials (Stark County Area Vocational School, Massillon), a program that revised a slide-tape presentation and distributed booklets and program brochures; and (6) Recruitment of Nontraditional Students (Belmont-Harrison Area Vocational School District, Cadiz), a project that promoted vocational education and recruited minority and nontraditional students through a display. The name, address, and telephone number of a contact person are provided for each program. (YLB)

ED 301 769 CE 051 586

Retention of Nontraditional Students. Tip Sheet.
Ohio State Univ., Columbus. Instructional Materials Lab.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Mar 86
NOTE- 4p.; Document contains colored paper and ink. For related documents, see CE 051 583-585.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; *Ancillary School Services; Community Resources; Counseling Services; *Nontraditional Occupations; Resource Materials; *School Holding Power; Sex Bias; *Sex Fairness; Sex Stereotypes; Student Attrition; *Vocational Education; Withdrawal (Education)

This publication begins with a list of suggestions for increasing the retention of male and female students pursuing nontraditional occupations. It then highlights five successful Ohio programs for the retention of these students: (1) Overcoming Sex Bias and Sex Stereotyping in Secondary Vocational Education--Nontraditional Support (Great Oaks Joint Vocational School District JVSD , Cincinnati), a project supporting juniors and seniors enrolled in nontraditional career areas; (2) Support Services for Students in Nontraditional Programs (Mid-East Ohio JVSD, Zanesville), an all-day workshop for nontraditional students, parents, vocational instructors, school counselors, and representatives from community businesses; (3) Support Services for Vocational Students in Nontraditional Programs (Upper Valley JVSD, Piqua), a program designed to encourage students to remain in nontraditional programs by offering them special support services; (4) Community Resource Guide Workshop (Springfield-Clark County JVSD), a workshop to develop a teacher's guide with accessible, useful information about local businesses; and (5) Industrial Touring (Youngstown City Schools), a project to introduce adult education students to career options. The name, address, and telephone number of a contact person for each program are provided. (YLB)

ED 301 770 CE 051 595

Thomas, Ruth G.
The Tailored Response Test: An Approach to Assessing Higher Order Thinking Related to Work Roles and Contexts.
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.
PUB DATE- Nov 88
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Measurement; *Decision Making Skills; Diagnostic Tests; Secondary Education; *Situational Tests; Student Evaluation; *Test Construction; Test Reliability; Test Validity; *Vocational Education; Work Environment
IDENTIFIERS- *Tailored Response Test; *Thinking Skills

The Tailored Response Test (TRT) is an approach to assessment that presents information or real-life situations and assesses how the respondent interprets and handles information or situations. Respondents (N=127) were asked to respond to 12 test segments by editing a printed passage or other material following a video presentation of a situation or information in the field of child care. The edited paragraph or material was then hand scored using a scoring template or scored more quickly by using a microcomputer. A study examined the potential of the TRT as an approach to assessing higher-order thinking and knowledge use within a specific domain and practice area relevant to vocational education. Results of the pilot tests conducted to assess the TRT indicated that it successfully focuses on the totality of situations rather than on only one or two aspects of a situation, reflects expertise in an identified body of knowledge, avoids the potential for test-wiseness being reflected in responses, and is reliable and valid at levels accepted for classroom use, program evaluation, and potential development as a standardized test. It was thus deemed to be a promising approach to determining contributions of vocational education to developing higher-order thinking skills in students that is relevant to work roles and contexts. (Information on the content/practice domain for the TRT is appended.) (MN)

ED 301 771   CE 051 597

Presentation of the National Center for Research in Vocational Education Berkeley, California at the AVA Annual Conference.

National Center for Research in Vocational Education, Berkeley, CA.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Dec 88

NOTE- 49p.; Papers presented at the Annual Conference of the American Vocational Association (St. Louis, MO, December 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Research; *Information Dissemination; Institutional Mission; Institutional Role; *Organizational Objectives; *Research and Development Centers; *Research Projects; Services; *Vocational Education

IDENTIFIERS- *National Center for Research Vocational Educ CA

This collection contains the following conference presentations about the National Center for Research in Vocational Education at the University of California at Berkeley: "Visions and Principles" (Charles Benson); "How the Center Sees Its Role" (Gordon Swanson); "The Research Agenda" (Sue Berryman); "The Service Agenda" (Jeannie Oakes); "Dissemination" (Peter Seidman); and "Organization" (Gerald Hayward). Appendixes include a list of contact persons at the National Center; the center's 1988 agenda; and a brochure outlining the center's mission, research agenda, and available services. (MN)

ED 301 772 CE 051 598

1989-90 Missouri State Plan for Vocational Education.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

PUB DATE- 88
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Articulation (Education); Career Counseling; Career Education; Compliance (Legal); Consumer Education; Cooperative Planning; Coordination; Delivery Systems; Disabilities; Disadvantaged; Educational Equipment; *Educational Objectives; Federal Legislation; Postsecondary Education; *Program Content; *Program Implementation; *Program Improvement; Secondary Education; Special Programs; *Statewide Planning; Student Recruitment; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Missouri

The Missouri state plan for vocational education for 1989-1990 calls for increasing the rate and quality of the participation of targeted populations (handicapped, disadvantaged, adults, single parents/homemakers, persons seeking job training in occupations that are nontraditional for their gender, and incarcerated persons) at appropriate instructional levels. The plan also calls for continuing implementation of the state's vocational instructional management system. Other major goals stipulated in the state plan include implementing a system of vertical articulation, increasing the role of vocational education in the state's economic development activities, developing a systematized approach to developing equipment replacement plans appropriate to each vocational program area, improving and expanding career guidance and counseling programs, and improving and updating consumer and homemaking education programs in the state. (Appendixes include a summary of recommendations made at public hearings on the Missouri state plan for vocational education, state and/or federal reimbursement for vocational education programs, and local application for federal vocational education funding.) (MN)

ED 301 773 CE 051 599

Missouri Vocational Education Annual Performance Report 1988.
Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 88
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Vocational Education; Community Colleges; Counseling Services; *Delivery Systems; Employment Services; Enrollment; Financial Support; High Risk Students; Industrial Training; One Parent Family; Postsecondary Education; *Program Content; *Program Costs; *Program Implementation; Regional Schools; School Business Relationship; School Districts; Secondary Education; Special Programs; State Agencies; *Statewide Planning; Two Year Colleges; *Vocational Education; Vocational Schools
IDENTIFIERS- *Missouri

Missouri's vocational education delivery system involves 478 public school districts, institutions of higher education, and state agencies. The system' 445 comprehensive high school districts include 52 area vocational schools, 12 community/junior colleges, 1 adult technical college, 9 colleges and universities, and 2 state agencies. A system of industry (customized) training has been developed to tailor training programs to assist new or expanding companies in an effort to meet their immediate and/or long-range needs. Missouri has also established a system of seven regional centers to provide a comprehensive program of services to single parents and homemakers. The system also includes 24 centers to provide special services to secondary students who have been identified as being at risk and 25 formal assessment centers to assist special needs students. In fiscal year 1988, Missouri's vocational education system was supported by $18,695,039 in federal funds, $33,046,312 in state funds, and $62,762,924 in local funds. State vocational enrollments in 1988 were as follows: 117,752 secondary students, 44,406 postsecondary students, and 101,186 adult students. During 1988, 85 percent of those vocational program completers who were available for employment were placed in a job and 28 percent continued their education. Eight appendixes comprising more than half the document include 20 tables on enrollment or funding and a model form for determining client need.

ED 301 774 CE 051 625

Groppel, Carol
Adult Education Services Plan and Resource Handbook.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 30 Jun 88
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Basic Skills; *Counseling Services; Day Care; *Educationally Disadvantaged; English (Second Language); Entrepreneurship; *Literacy Education; Models; Outreach Programs; Professional Development; Referral; Regional Planning; *Regional Programs; Rural Education; Sheltered Workshops; Student Evaluation; Student Recruitment
IDENTIFIERS- General Educational Development Tests; *Kentucky

The Pennyrile Education Services Model Plan was developed to meet the literacy and basic skills needs of undereducated adults living in a predominantly rural, 10-county region of Kentucky known as Pennyrile. The model plan includes the establishment of eight education services centers, beginning with a center in Madisonville that serves Madisonville and surrounding communities throughout Hopkins County. The following are among the services provided by the education services center: (1) recruitment of undereducated adults; (2) assessment of personal, educational, and/or vocational strengths and weaknesses for the purpose of identifying educational and vocational goals; (3) a referral process that includes assisting adults in making contacts with programs providing the services they need to accomplish their personal goals; (4) outreach to rural communities; (7) entrepreneurial opportunities; (8) professional development opportunities for personnel who work with undereducated adults; and (9) child care and English as a second language services, as needed. (Appendixes include a map of the 10-county Pennyrile region, a list of personnel responsibilities, participant data and education/career goals sheets, descriptions of the model's assessment tools, and a 56-page referral handbook that lists services available by county; describes policies and programs at adult learning centers; identifies examination sites for the

General Educational Development Test GED ; and includes an excerpt from the GED Examiner's Manual.) (MN)

ED 301 775 CG 021 254

Saunders, Judith M., Ed.; And Others
A Lesbian Profile: A Survey of 1000 Lesbians. First Edition.
Southern California Women for Understanding, West Hollywood.

PUB DATE- Oct 88
NOTE- 66p.; Report prepared for the National Lesbian Rights Conference (San Diego, CA, October 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Data Collection; *Individual Characteristics; *Lesbianism; *Life Style; *Profiles; Social Discrimination; Stereotypes

Accurate information about lesbians has been difficult to obtain; much information that is available has been extrapolated from studies of homosexual men. A survey was conducted to reach the diverse cross-section of the lesbian population and to obtain accurate data with which to define the lesbian community. Questionnaires were distributed to lesbians in various locations, including feminist bookstores, religious meetings, lesbian bars, a Gay Community Services Center, and waiting rooms of homosexual therapists. The questionnaire was completed by 995 lesbians, most of whom were white. This report presents findings from the survey. It begins by noting that 8 years have passed since the distribution of the survey in 1980 and the publication of the report in 1988, and by putting the lesbian experience of 1980 into perspective with lesbian experiences in 1988. A profile of the "typical" responding lesbian is included. A section on research methods and procedures discusses the research design, the survey questionnaire, sampling techniques, and data management and analysis procedures. The section on survey findings provides a brief overview of results, followed by data in the areas of background and lifestyle, discrimination, stress and health, and the lesbian experience. A chapter on selected issues examines lesbian violence and fear of discrimination. The survey questionnaire and a topic and summary index are appended. (NB)

ED 301 776 CG 021 255

Patnoe, Nancy Todd; Newlon, Betty J.
An Evaluation of Counseling Theories Used in Juvenile Treatment Programs.
PUB DATE- 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Correctional Rehabilitation; Counseling Techniques; *Counseling Theories; Delinquency; *Delinquent Rehabilitation; Gestalt Therapy; *Peer Influence; *Program Effectiveness; *Recidivism; Youth Programs
IDENTIFIERS- *Adlerian Psychology; Eclectic Approach

The number of adjudicated delinquents is rising along with the need to develop effective deterrents and rehabilitative programs. Most rehabilitative efforts, when evaluated individually, do not show any significant degree of effectiveness or appreciable decrease in recidivism. Research in other fields suggests that delinquency is a group phenomenon. This study was conducted to examine existing treatment programs for juvenile offenders to determine if recidivism rates were related to differences in counseling theory and methods. The sample consisted of 728 juveniles assigned to three different non-residential programs in southern Arizona. Program A (N=305) was eclectic in its basic counseling theory; program B (N=365) placed emphasis on Gestalt theory; and program C (N=58) stressed Adlerian theory, placing added importance on peer-group techniques. Data were obtained from county juvenile court records and from program personnel. There were no significant differences found between males and females for any program, and no significant ethnic differences were found. For all programs, effectiveness increased for graduates of the program. Compared to programs A and B, program C with its Adlerian theory base was found to be significantly more effective in controlling recidivism while the juveniles were undergoing counseling and through 18 months after release. Graduates of program C spent relatively less time in counseling than did graduates of programs A or B. (Author/NB)

ED 301 777 CG 021 263

Older Americans Act Amendments of 1987. Public Law 100-175.
Congress of the U.S., Washington, D.C.
PUB DATE- 29 Nov 87
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indians; *Federal Legislation; Grants; *Health Services; *Home Programs; *Older Adults
IDENTIFIERS- *Older Americans Act Amendments 1987

This document presents the 1987 amendments to the Older Americans Act of 1965 which amend that act to authorize appropriations for the fiscal years 1988 through 1991, amend the Native Americans Programs Act of 1974 to authorize appropriations for such fiscal years, and to serve other purposes. Title I concerns amendments to the Older Americans Act of 1965, and includes sections on objectives and administration; grants for supportive services, nutrition, and other activities; demonstration grants; community service employment; Native American programs; miscellaneous and technical amendments; and a consumer price index for older Americans. TItle II of the amendments concerns the 1991 White House Conference on Aging; Title III discusses Alzheimer's Disease research; and Title IV concerns the National School Lunch Act Amendment which would authorize participation of older persons and chronically impaired disabled persons in the child care food program. Title V looks at the Native American Programs; Title VI concerns health care services in the home and discusses the establishment of grant programs for demonstration projects. Title VII contains general provisions, including effective dates and application of the amendments. (NB)

Webber, Ruth P.
Step-Families. Item 12.
Australian Council for Educational Research, Hawthorn.; New Zealand Council for Educational Research, Wellington.
PUB DATE- 88
NOTE- 5p.; SET provides leaflets and brief reports designed for a quick read.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Adjustment (to Environment); Discipline; *Family Problems; Foreign Countries; *Parent Child Relationship; Remarriage; Sexuality; Sibling Relationship; *Stepfamily
IDENTIFIERS- Australia

This paper describes stepfamily life; much of its content is derived from responses of 29 Australian couples who attended a six-session educational program on living in a stepfamily and who completed pre- and post-tests on marital adjustment and self-esteem plus a weekly problem rating scale. While the major part of the study was concerned with the issues and problems confronting the parents and stepparents, this report focuses on the problems faced by children when their parents remarry. Discussions center on typical issues of stepfamily living, citing results from the study and describing components of the program which addressed those issues. Issues covered in the report include: (1) lessening of closeness between the child and his/her natural parent; (2) feelings of resentment; (3) sexuality; (4) step-sibling rivalry; (5) behavior and discipline; (6) access visits, or times the child spends with the noncustodial or joint custodial parent; and (7) anger and sadness that the child may experience. A summary section suggests ways that counselors and other practitioners can help individuals adjust to life in a stepfamily. (NB)

ED 301 779 CG 021 265

Ghodse, Hamid, Ed.; Khan, Inayat, Ed.

Psychoactive Drugs: Improving Prescribing Practices.

World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-156112-2
PUB DATE- 88
NOTE- 113p.
AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - General (140)
DESCRIPTORS- *Continuing Education; *Drug Use; Foreign Countries; *Medical Education; *Pharmacology; *Physicians
IDENTIFIERS- *Prescription Drugs; *Psychoactive Drugs

This book presents a wide-ranging analysis of what can be done to reduce the misuse of psychoactive drugs without compromising appreciation for their therapeutic value. Emphasis is placed on the need to give physicians guidelines for deciding to whom to prescribe, what to prescribe, how much, and for how long. Chapter 1 provides an introduction and chapter 2 gives an overview of changing trends in the use and misuse of psychoactive drugs. Common patterns of inappropriate use in developing and developed countries are identified and different methods for assessing levels of use are critically compared. For each class of drugs, information is provided on dependence liability, therapeutic value, and social benefits. Chapter 3 explores factors that influence prescribing practices. Chapter 4 outlines the principles of rational prescribing as these pertain to patients complaining of life stress, to patients whose complaints are related to disease states, and to "doctor shoppers." Chapter 5 suggests alternatives to psychoactive drugs. Chapter 6 focuses on the role of medical education in promoting rational prescribing and chapter 7 considers the role of continuing education. Sources of information are identified in chapter 8 and chapter 9 looks at information dissemination. Chapter 10 describes assessment of the effectiveness of interventions. The final chapter provides recommendations for institutions concerned with medical education. (NB)

ED 301 780 CG 021 266

Cruz, Maribel H.; DeLamarter, William A.

Victim Sex, Personal Similarity, and Victim Behavior: A Case of Violated Expectations.

PUB DATE- 24 Apr 88
NOTE- 49p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (59th, Buffalo, NY, April 21-24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; College Students; *Congruence (Psychology); *Expectation; Higher Education; *Sex Differences;

*Sex Role; *Victims of Crime

This study examined the effects of perceived similarity, behavioral confirmation of sex role stereotypes, and victim gender on attributions of blame and derogation of the victim. College students (N=120) participated in a 2x2x2 factorial design manipulating victim gender, victim behavior (active/passive), and personal similarity (young student/older clerk). Subjects read a vignette describing a police report of an assault and completed questionnaires measuring subjects' perceptions of the crime, attributions of blame, attributions to the victim, and attributions to the attacker. The results revealed that attacks of high similarity victims were perceived as less frequent than those of low similarity victims. Active males and passive females were perceived as having more frerquent attacks than passive males or active females. The victimization of similar females and dissimilar males was perceived as being more serious than the victimization of dissimilar females or similar males. Subjects assigned more blame to the attacker when the victim was passive rather than active. Dissimilar victims, female victims, and active victims were more likely to be blamed for their attacks. Overall, no one attributional model was clearly supported. (NB)

ED 301 781 CG 021 267

Eden, Jill
AIDS and Health Insurance: An OTA Survey. AIDS-Related Issues Staff Paper 2.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Feb 88
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Health Care Costs; *Health Insurance; *High Risk Persons; *Screening Tests

The United States Office of Technology Assessment (OTA) conducted a study designed to provide a view of human immunodeficiency virus (HIV) testing in the context of other routine tests required by health insurers. The study was undertaken to collect basic information on underwriting practices and the use of medical screening by health insurers and to document how health underwriters are responding to the acquired immune deficiency syndrome (AIDS) epidemic. Sixty-two commercial health insurers, 15 Blue Cross/Blue Shield plans, and 39 health maintenance organizations were asked about their underwriting practices for individual applicants for health insurance, and on the impact of AIDS on their claims costs. This document presents findings from the OTA survey, discussing results for commercial health insurers, Blue Cross/Blue Shield plans, and HMOs in the areas of medical and other factors in risk classification; sources of medical information; AIDS policies and experience; and the top 10 most costly conditions in which AIDS is compared to other major illnesses. The survey questionnaire is appended. A list of abbreviations, a glossary of terms, references, and 31 data tables are included. (NB)

ED 301 782 CG 021 268

How Effective Is AIDS Education? AIDS Related Issues Staff Paper 3.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.

PUB DATE- Jun 88
NOTE- 134p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Health Education; *High Risk Persons; *Outcomes of Education; *Program Effectiveness; *Public Affairs Education

This staff paper reviews what is known about the effectiveness of education for the general population and for people with certain behaviors that put them at higher risk of human immunodeficiency virus (HIV) infection (certain male homosexual practices, intravenous drug use, certain heterosexual practices, and behaviors of some school-aged youth). Chapter 1 summarizes findings for the general population and for the four groups of high-risk persons in the areas of changes in knowledge and behavior, effectiveness of educational interventions, and implications for further work. The next two chapters review what is known about the effectiveness of education among the four groups with risky behavior and among the general population, respectively. Appendix A contains an overview of behaviors associated with HIV transmission and principles of health behavior that may be applied to acquired immune deficiency syndrome (AIDS) education. Appendix B describes studies related to AIDS education that are currently being funded by the federal government. Acknowledgements, references, 12 tables, and 4 figures are included. (NB)

ED 301 783 CG 021 269

Greenwood, Peter W.; Turner, Susan
The VisionQuest Program: An Evaluation.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
REPORT NO.- ISBN-0-8330-0837-4; RAND/R-3445-OJJDP
PUB DATE- Nov 87
NOTE- 68p.
GRANT- 85-JN-CX-0016
AVAILABLE FROM- The Rand Corporation, Publications Department, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138 ($7.50 each; 25% discount on 25 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Correctional Rehabilitation; *Delinquency; *Delinquent Rehabilitation; *Program Effectiveness; *Recidivism; Youth Programs
IDENTIFIERS- *VisionQuest

VisionQuest is one of the largest and most controversial private sector corrections programs designed to handle serious juvenile offenders in the country. Most chronic delinquents referred to VisionQuest by the juvenile court had failed under prior placements and were candidates for commitment to the California Youth Authority. VisionQuest programs consisted of rustic wilderness camps, wagon trains, and extended sailing and bicycling expeditions. All programs emphasized physical conditioning, accountability for one's actions, and overcoming personal and physical challenges. In 1981, the San Diego Juvenile Court began placing delinquents in VisionQuest; this placement was opposed by the San Diego County Probation Department. A study was conducted to determine why the court and the Probation Department held such divergent views on the potential risks and benefits of the program and to examine how recidivism rates for VisionQuest graduates compared with those of comparable youth from other programs. This document reports the findings of the VisionQuest evaluation and contains an introduction and sections on the history and

characteristics of the San Diego VisionQuest program; the evaluation design and data sources; characteristics of the program sample; differences in post-release criminal behavior; and conclusions and directions for the future. (NB)

ED 301 784   CG 021 270

Greenwood, Peter W.

Correctional Programs for Chronic Juvenile Offenders: Characteristics of Three Exemplary Programs.

Rand Corp., Santa Monica, Calif.

REPORT NO.- RAND/P-7421

PUB DATE- Mar 88

NOTE- 17p.

AVAILABLE FROM- The Rand Corporation, Publications Department, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138 ($4.00 each; 25% discount on 25 or more copies).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Correctional Rehabilitation; *Delinquency; *Delinquent Rehabilitation; Program Descriptions; Program Evaluation; *Recidivism; *Youth Programs

IDENTIFIERS- Key Tracking Program MA; Paint Creek Youth Center OH; VisionQuest

This document describes three programs in the juvenile rehabilitation field: (1) VisionQuest, the Tucson-based program that works with youths in wilderness camps, on wagon trains, or in other high impact/adventure formats rather than in conventional residential settings; (2) Paint Creek Youth Center, a small, experimental, staff-secure program in southern Ohio which appears to have put together a fairly unique combination of more conventional treatment methods which together create a very strong program format; and (3) Key Tracking, a Massachusetts program which seems to have developed and institutionalized some of the best techniques for working with juveniles in the community. Each program is described separately, with descriptions based on observations of the programs, interviews with staff and juveniles, and comparison of their treatment methods with successful techniques reported in the evaluation literature. (Author/NB)

ED 301 785 CG 021 271

Goldberg, Alvin A.; Hannegan, David W., Jr.
Decision Making from a Small Group Perspective.
PUB DATE- 6 Oct 88
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association of College Admission Counselors (44th, Milwaukee, WI, October 4-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admissions Counseling; *College Bound Students; *College Choice; *Counseling Techniques; *Decision Making; Family Role; Group Dynamics; High Schools; High School Students; *School Counselors

This paper applies some of the research done on small group decision-making to the process of identification and selection of colleges by high school students. It argues that, since the decisions that are reached are often group decisions, or are at least strongly influenced by groups, an understanding of group decision-making processes can be helpful to the college admission counselor. Several formats that counselors might use to facilitate a family's decision-making and to identify factors which either promote or impede the decision-making process are described. Six steps of the reflective thinking process are explained: (1) problem identification; (2) problem analysis; (3) criteria; (4) possible solutions; (5) evaluation; and (6) selection of the best solution. Counselors are encouraged to keep the steps of reflective thinking in mind when attempting to facilitate a family's discussion. An alternative to the reflective thinking method, the single question method, is also described. Five steps of the single question method are listed and the purpose of the approach is explained. A section on team research discusses recent research on team effectiveness and how results of that research might be used by counselors when assisting a student and his/her family in making a college selection. (NB)

ED 301 786 CG 021 272

Edwall, Glenace E.; And Others

Correlates of Sexual Abuse Reported by Adolescents in Treatment for Substance Abuse.

PUB DATE- Mar 88

NOTE- 21p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (2nd, Alexandria, VA, March 25-27, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; Anxiety; *Child Abuse; *Incest; *Psychological Characteristics; Self Esteem; Sex Differences; *Sexual Abuse; *Substance Abuse; Suicide

The psychological status of sexual abuse victims has long been debated. Recent studies have revealed notable findings common to abuse victims, many of which may either be exacerbated or occur more frequently in chemically dependent populations. This study was conducted to examine correlates of sexual abuse among a sample drawn from 1,824 adolescents who entered inpatient treatment for substance abuse. Subjects consisted of: (1) nonvictims (N=234 girls, 890 boys); (2) extrafamilial abuse victims (N=44 girls, 20 boys); (3) intrafamilial abuse victims (N=41 girls, 28 boys); and (4) intra- and extra-familial abuse victims (N=6 girls, 3 boys). For girls, composite indices of severity suggest substantial disruption of functioning in the sexually abused groups, and particularly in those reporting intrafamilial sexual abuse. For boys, those who reported being victims of sexual abuse seemed to experience a heightened sense of agitation or anxiety and were significantly more likely than other subjects to be frequently troubled by suicidal thoughts. Within this multi-problem, highly stressed population, the sexual abuse victim did appear to show slightly different and often more serious psychopathology, shown in greater incidence of suicidal ideation and attempts, symptoms of agitation, and a sense of shame about the self. The pattern appears to be one of internalization: abused adolescents appear to be at risk for seeing themselves as bad or sick, while normalizing the situation around them. (NB)

ED 301 787 CG 021 273

Dunlop, Linda L.; Canale, Joseph R.

Factors Influencing Career Aspirations of Senior and Freshmen College Students.

PUB DATE- 22 Apr 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (59th, Buffalo, NY, April 21-24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Career Choice; *College Freshmen; *College Seniors; Higher Education; Majors (Students); *Occupational Aspiration; Parent Aspiration; Parent Influence; Self Concept; Sex Differences

Although numerous studies have investigated internal and external factors that influence career aspirations of college students, little has been done to investigate how these factors differentially affect specific grade levels of college students. This study examined several internal and external variables (grade level, gender, college major, self-concept, parental occupation, parental education level, parent career aspiration for child) that might influence the career aspirations of college freshmen and college seniors. College seniors (N=121) and freshmen (N=110) from six academic divisions completed questionnaires assessing demographic information on students and their parents, career aspirations of students and parents, and motivation for a particular career. Subjects also completed the Coopersmith Self-Esteem Inventory. The results showed that subject gender and academic degree level significantly contributed to prediction of career aspirations. Father's job type significantly contributed to freshmen's but not seniors' career aspirations and to males' but not females' career aspirations. College males continued to aspire to traditionally high prestige/male classified careers while females more typically aspired to moderate prestige/female classified careers. Females tended to lower their career aspirations as they continued through the formal educational process. (NB)

ED 301 788 CG 021 275

Dytell, Rita Scher; Schwartzberg, Neala S.
Interaction of Work and Family Stress on Fathers in Single and Dual-Earner Families.
PUB DATE- Apr 88

NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (59th, Buffalo, NY, April 21-24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Employed Parents; *Family Environment; *Fathers; *Mental Health; *Stress Variables; *Work Environment

While the effects of maternal employment on women have been highlighted in the literature, less attention has been given to the effects of maternal employment on men. This study examined the interaction of work sources and family sources of stress on the psychological health of men in single- and dual-earner families. Questionnaires on background characteristics, work experiences, family experiences, and psychological health outcomes were completed by fathers and mothers of second, third, or fourth grade students in three elementary schools. Scales of job stress, family stress, and strain reactions (job dissatisfaction, depressed mood, psychological disturbance, self-esteem, and negligent health practices) were completed by 40 fathers in single-worker and 46 fathers in dual-worker families. No significant differences were found in magnitude or components of job and family stressors or on psychological health outcomes. Significant interactive effects of joint family and work stress were found on three of the five outcome measures: the interaction of high family and high job stress had an adverse effect over and above the impact of the combined direct effects of these stressors, but only for men in dual-earner families. (Author/NB)

ED 301 789 CG 021 276

Dytell, Rita Scher
Job and Life Stress and Strain Outcomes among Service and Clerical Workers.
PUB DATE- Apr 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (58th, Arlington, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clerical Workers; Depression (Psychology); *Job Satisfaction; Mental Health; Physical Health; *Self Esteem; *Service Workers; *Stress Variables; *Work Environment
IDENTIFIERS- *Life Events

The National Institute for Occupational Safety and Health has ranked 130 jobs in terms of the level of stress they engender. According to this ranking, clerical and service workers are in occupations which engender very high levels of stress. This study examined the relative contribution of a variety of occupational and nonoccupational sources of stress to the psychological and physical health of service and clerical workers. Scales of job stress, life stress, and outcome measures of job satisfaction, self-esteem, depressed mood, psychological disturbance, and physical illness were administered to 150 clerical and 61 service workers. Results indicated occupational differences in patterns of stress, in patterns of strain reactions, and in the prediction of specific negative consequences from particular stressors. Clerical workers appeared more sensitive to task insignificance and work environment discomfort while service workers were more affected by lack of autonomy and role overload. For both groups, physical illness was a consequence of life rather than work stress. (Author/NB)

ED 301 790 CG 021 277

Zandi, Taher; And Others

Institutionalized and Non-Institutionalized Elderly Adults' Psychological Adjustment: An Ecological Study.

PUB DATE- Apr 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (59th, Buffalo, NY, April 21-24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Adult Development; Comparative Analysis; Depression (Psychology); Emotional Adjustment; *Institutionalized Persons; *Life Satisfaction; Locus of Control; *Older Adults; Psychological Characteristics; Social Networks

Much evidence has indicated that personal networks with family, friends, and community members can enhance health and improve psychological adjustment. Personal networks provide elderly persons in particular with companionship, practical help, and useful advice. The ecological models proposed by Bronfenbrenner (1979) portrays the social networks of an individual as concentric circles which consist of a microsystem, exosystem, and macrosystem. This study examined the differences in the overall ecological environment of the elderly in institutions in comparison to the elderly community residents, and investigated the way in which the changes in the ecological systems influence the elderly's adaptability and adjustment. Institutionalized (N=23) and noninstitutionalized (N=18) older adults' life adjustment was explored using Brofenbrenner's ecological model of human development. Institutionalization alone was not found to be associated with depression, life satisfaction, or locus of control. However, the degree to which the micro, exo, and macro ecological systems were functional was found to be associated with the dependent variables. Particularly, the functioning of the exosystem was found to be associated with depression and life satisfaction, and was the most evident among the institutionalized elderly. (Author/NB)

ED 301 791 CG 021 278

Cahill, Janet; Feldman, Lenard H.
Evaluation of a Stress Management Program in a Child Protection Agency.
PUB DATE- Apr 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (59th, Buffalo, NY, April 21-24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Welfare; *Program Effectiveness; *Service Workers; *Social Agencies; *Stress Management; Work Environment
IDENTIFIERS- *Child Protection

High stress levels experienced by child protection workers have been well documented. This study examined the effectiveness of a stress management program in a child protection agency. Subjects were case workers, immediate supervisors, and clerical staff; 320 subjects participated in pretesting and 279 subjects participated in posttesting. Subjects participated in one of three groups: a stress intervention program for an extended time; a stress intervention program for a short time; or a no-intervention control program. All subjects completed a self-report questionnaire before and after interventions which assessed demographics and included all three subscales of the Maslach Burnout Inventory, four subscales of the Work Environment Scale, the General Health Questionnaire, two scales assessing perceived role conflict and role ambiguity, and a scale of global job satisfaction and intent to turnover. The results revealed that the long-term and short-term intervention groups reported lower levels of physical and psychological complaints and a more favorable perception of their work environment than did the control group. The pattern was more pronounced for the long-term intervention group. It appeared that the basic components of the program had some impact in improving peer support, reducing levels of somatic complaints, improving a sense of personal accomplishment, reducing work pressure and role ambiguity, and improving job satisfaction. (NB)

ED 301 792 CG 021 279

Daly, Susan S.; And Others
Multidisciplinary VA Cardiac Rehabilitation: Preliminary Results and Treatment Efficacy.
PUB DATE- Aug 86
NOTE- 35p.; Paper presented at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Change; Exercise; *Heart Disorders; High Risk Persons; *Interdisciplinary Approach; *Life Style; *Older Adults; Program Effectiveness; *Rehabilitation Programs; Retirement; Veterans
IDENTIFIERS- *Cardiac Rehabilitation

Initial studies have suggested that a cardiac rehabilitation program (CRP) may improve the physical and psychological functioning of participants. However, these studies have generally addressed a relatively young group of employed adult males. Three studies were designed to target an older, generally retired Veterans Administration population for rehabilitation of both their physical functioning and for modifying risk factors associated with continuing or recurrent cardiovascular difficulties. Chart review of 44 males who completed the CRP indicated that intervention produced significant positive changes in oxygen consumption, energy expenditure, and functional classification. Study 2 was a replication and extension of the first study and also indicated signficant improvement in oxygen consumption, functional classification, energy expenditure, and lipid values. Study 3 showed that completion of the program resulted in greater understanding of heart disease, and satisfaction with physical and emotional functioning. The studies support the role of a part-time CRP as an effective agent of change for the Veterans Administration population. (Author)

ED 301 793 CG 021 280

Schechterman, Andrew L.; And Others
Causal Attributions, Self-Monitoring, and Gender Differences among Four Virginity Status Groups.
PUB DATE- 4 Oct 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Cognitive Processes; *College Students; Decision Making; Higher Education; *Sex Differences; *Sexuality
IDENTIFIERS- *Self Monitoring
Sexual choices and sexual behavior involve complex cognitive as well as affective processes. Models which denote cognitive processes influencing sexual behavior are needed. Attribution theory is a prominent social-cognition model that may influence these phenomena. This study was conducted to determine whether or not different virginity status groups make different causal attributions about virginity and sexual choices, whether or not self-monitoring influences this attribution process, and whether or not men and women differ in this regard. Undergraduate students (N=198) completed both Russell's Causal Dimension Scale and Snyder's Self-Monitoring Scale. The results indicated a variety of statistically significant virginity status and gender differences on the dependent variable of causal attributions. The covariate of self-monitoring was not statistically significant. (Author)

ED 301 794 CG 021 281

Weeks, Kristie G.; Newlon, Betty J.

Birth Order and Perceived Birth Order of Chemically Dependent and Academic Women.

PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcoholism; *Birth Order; *Drug Addiction; *Family Structure; Females; Graduate Students; Higher Education; Self Concept; Substance Abuse

Birth order as it relates to family constellation is one of the principle concepts of Adlerian theory, and has implications for the understanding of chemical addiction. Adler premised that it was the individual's interpretation of his/her birth circumstances that was more important than sequential birth order. This study examined whether chemically dependent women's perception of themselves differed from the view that academic women had of themselves by comparing the relationship between birth order and perceived birth order of women (N=30) who were chemically dependent to the association between female graduate students' (N=30) birth order and their perceived birth order. Subjects listed all siblings, including themselves, in chronological order. Psychological position of subjects was derived using a form designed by Lohman (1982) to ascertain individuals' perception of their place in their family. The results revealed that first-born subjects predominated in the chemically dependent sample (N=10) with 9 women regarding themselves as psychologically first. When psychological definitions of birth order were used, more women in the substance abusing sample judged themselves as psychologically third (N=12). These findings suggest that women who become chemically dependent may do so out of a need to create a place for themselves in their family. (NB)

ED 301 795 CG 021 282

Treanor, Virginia; Newlon, Betty J.
Creative Art Therapy for Incarcerated Male Juveniles.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; *Art Therapy; *Correctional Rehabilitation; *Counseling Techniques; *Creative Art; Delinquency; *Delinquent Rehabilitation; Males; Prisoners

This document begins by briefly outlining the problems of juveniles incarcerated in correctional institutions, including the problems of overcrowding and recidivism. It asserts that creative art therapy is designed to provide a therapeutic atmosphere for understanding and change and documents the use of creative art therapy techniques with incarcerated male juveniles. Specific creative art techniques which have been successfully used in counseling sessions with incarcerated male juveniles exhibiting typical problem behavior are discussed. The techniques presented were chosen because they are non-threatening, easily accepted and understood, do not require artistic talent, and are often fun. For each technique, a list of materials needed, why the technique is being used, and the procedure used are discussed. Creative art therapy techniques described include making collages, cartooning, family drawing, drawing the family doing something, making a family sociogram, creating a feelings inside and out drawing, anger release drawing, and past-present-future drawing. A discussion section focuses on factors that counselors must consider prior to using creative art therapy with incarcerated male juveniles. (NB)

ED 301 796 CG 021 283

Northcutt, Cecilia A.; Newlon, Betty J.
Elementary School Teachers: Their Sources of Encouragement and Strategies for Intervention.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Birth Order; *Counselor Teacher Cooperation; Elementary Education; *Elementary School Teachers; School Counselors; *Teacher Burnout; *Teacher Morale; Teacher Student Relationship
IDENTIFIERS- *Encouragement

Teachers who feel discouraged have difficulty solving problems and finding alternatives to situations. Discouraged teachers need to develop an awareness of their own sources of encouragement, of the encouragement process itself, and of how to apply the encouragement process to themselves. A study of elementary school teachers revealed that teachers as a group perceived their students as their greatest source of encouragement. They ranked themselves second and other teachers and family third. Birth order influenced teachers' rankings of these three sources of encouragement, and can be used to help counselors design interventions to help teachers in need of encouragement. Youngest and middle ordinal position teachers who tend to be "other oriented" might benefit from the counselor teaching components of encouragement to the teacher and students through classroom discussions, or through the establishment of a peer support group among teachers. Oldest and only ordinal position teachers who tend to be "self oriented" might benefit from learning how to increase their level of self-encouragement through in-service workshops. All teachers can benefit from learning to be self-forgiving, to appreciate oneself, to avoid comparing oneself to others, to focus on the progress of one's own efforts, and to make choices and take responsibility for those choices. (NB)

ED 301 797 CG 021 284

Ittenbach, Richard F.; Harrison, Patti L.

Predicting Ego-Strength from Problem Solving Ability in College Students.

PUB DATE- Apr 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Adjustment (to Environment); College Students; Competence; *Decision Making Skills; Higher Education; Locus of Control; Personal Autonomy; *Personality Traits; Prediction; *Problem Solving
IDENTIFIERS- *Ego Strength

How successfully a student responds to the stresses of college life depends on several factors, including the time of onset, the degree of perceived threat, and the student's repertoire of coping skills. This study was conducted to determine if personal adaptability or ego-strength in college students could be predicted from knowledge of performance on scales reflecting five different problem solving dimensions of the personality (developmental autonomy, locus of control, intellectual competence, problem solving ability with a verbal component, and problem solving ability with a nonverbal component). College students (N=339) completed the Autonomy Scale of the Student Developmental Task Inventory-2, the Intellectual Efficiency Scale of the California Psychological Inventory, the Ego-Strength scale of the Minnesota Multiphasic Personality Inventory, the Internal-External Locus of Control Scale, and the Mystery Codes subtest and the Four Letter Words subtest of an experimental form of the Kaufman Adolescent and Adult Intelligence Test. The results of a step-wise regression analysis revealed that a measure of ego-strength could be predicted from knowledge of one's performance on other personality measures such as intellectual competence and locus of control. (Author/NB)

ED 301 798　　　　CG 021 285

Kardash, CarolAnne M.; Kroeker, Tirza L.
Effects of Time of Review and Test Expectancy on Learning from Text.
PUB DATE- 5 Jan 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Notetaking; *Response Style (Tests); *Review (Reexamination); *Study Habits; *Study Skills

Research has shown that students who take notes remember more than do students who do not take notes, and that test performance is enhanced for students who are given an opportunity to review their notes compared to those who are not. However, research has not offered instructors and students specific guidelines regarding when review of notes in preparation for an examination is most valuable. This study examined the effects of varying placement of a review period and test expectancy on students' notetaking; review strategies; and performance on cloze, application, and free recall tests. Undergraduate students (N=156) took notes on two texts with the expectation that they would be tested for quantity of information remembered from one text, and for their ability to apply information from a second text. Students were assigned to one of five review conditions: (1) after reading; (2) one day prior to the test; (3) immediately before the test; (4) mental review; and (5) no review. The results revealed that placement of a review period influenced free recall performance, but had no effect on cloze and application test performance. Contrary to predictions, varying expectancy did not enhance performance on criterion measures which matched students' expectancies compared to those which did not. (Author/NB)

ED 301 799 CG 021 287

Jordan, Ken

The Effect of Alcohol and Private Self-Consciousness on Self-Report of Values.
PUB DATE- 28 Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (60th, Chicago, IL, April 28-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholic Beverages; College Students; *Drinking; Higher Education; Males; *Values
IDENTIFIERS- *Alcohol Intoxication; *Private Self Consciousness

Many studies have supported the finding that alcohol consumption may lead to socially inappropriate behaviors. One theory which appears promising in accounting for the effects of intoxication is Hull's (1981) self-consciousness theory which is based on the idea that alcohol consumption affects behavior indirectly as a result of its effect on cognition. On the basis of Hull's self-consciousness theory of alcohol consumption, it was hypothesized that alcohol intoxication would decrease the self-awareness of subjects who were high in private self-consciousness. Seventeen male college students completed the Self-Consciousness Scale (SCS) and the Rokeach Value Survey (RVS)-Form G. During a second session, subjects were given an alcoholic beverage which raised their blood alcohol count to the target level of .075% and again completed the SCS and the RVS. Using the sober-intoxicated correlation scores from the RVS, a regression analysis was used to assess any relationship between private self-consciousness scores and a subject's self-report of values while intoxicated. It was hypothesized that as privare self-consciousness increased, the sober-intoxicated correlation would decrease. A similar regression analysis was conducted using the position movement scores. Using a median split, high and low private self-consciousness groups were compared for differences in position movement scores. Both regression analyses and the t-test showed nonsignificant results. (Author/NB)

ED 301 800 CG 021 288

Chaiken, Jan; McDonald, Douglas
Drug Law Violators, 1980-86. Bureau of Justice Statistics Special Report.
Department of Justice, Washington, D.C. Bureau of Justice Statistics.
REPORT NO.- NCJ-111763

PUB DATE- Jun 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Court Litigation; *Drug Legislation; *Federal Courts; Federal Legislation; Illegal Drug Use; Prisoners; *Recidivism; *Sentencing; Trend Analysis
IDENTIFIERS- *Drug Trafficking

This report looks at what happens to individuals arrested at the federal level for drug crimes, including the number of drug offenders who are prosecuted and convicted, the types of sentences they receive, the amount of time they actually serve in prisons, and their rates of recidivism after release from prison. Data are presented which indicate that the number of federal criminal cases involving drug offenders as well as the sanctions against them increased dramatically during the years from 1980 through 1986; more offenders were being imprisoned and for longer periods of time in 1986. The number of defendants charged with federal drug law violations who were convicted in federal courts in 1986 (N=12,285) is reported to be an increase of 134% over the number of convictions in 1980. Other findings are highlighted and information is provided on arrests, investigations and case filings, pretrial detention and release, convictions, case disposition, sentencing, probation and fines, sentence length, time served in prison, and recidivism of released prisoners. A methodology section is included. Appendix tables present data on the conviction and sentencing of federal offenders based on the type of offense at conviction; separate misdemeanor convictions from felony convictions; and present data on imposed sentence lengths excluding certain split sentences. (NB)

ED 301 801 CG 021 289

Student Assistance Guide for Chemical Dependency.

Saint Vincent Medical Center, Toledo, OH. Tennyson Center.

PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; Adults; *Age Differences; *Drug Abuse; Drug Addiction; Helping Relationship; *Identification; Peer Relationship; Secondary Education; *Social Support Groups; Student Characteristics; *Student Personnel Services

This document presents practical suggestions for student assistance workers who might work with chemically dependent adolescents. It illustrates the stages of chemical dependency, discusses the progression of dependency in adolescents, and provides guidelines for identifying a chemically dependent adolescent. Since chemically dependent persons often have people around them who enable their disease to progress, lists of enabling behaviors are provided which can be used to show parents, friends, or school staff unproductive enabling behaviors. A section on identification and intervention within the school discusses working through a student assistance program, intervention with parents, signs and symptoms of chemical use and suggested behaviors for staff anecdotal reports, a sample student anecdotal report form, self-identification and awareness questions for intervention with students, and flow charts for intervention and student assistance. The guide discusses how to help a student in treatment and how to deal with students who return from treatment. Suggestions are given for starting an in-school support group, including information on how to structure support group meetings, guidelines for group interaction, aids to group processes, and support group topics for discussion. A checklist of symptoms leading to relapse, a relapse prevention chart, a recovery chart, and a mood chart are included. Resources available through Tennyson Center are described. (NB)

ED 301 802 CG 021 290

Berger, Andrew C.; And Others
A Proactive Model for Response to Suicidal Behavior on College Campuses.
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Suicidology (21st, Washington, DC, April 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; *Prevention; *Suicide
IDENTIFIERS- *Proactive Planning

The high and rising rate of suicide and suicidal attempts among young adults provides a strong impetus for colleges and universities to optimize the effectiveness and comprehensiveness of their crisis intervention services. It is believed that higher education systems provide a unique testing ground for proactive programming by virtue of their ability to control certain aspects of behavior and environment and their mission to promote learning and growth. Currently, approaches to suicide management are generally viewed as reactive, relying on the students to seek services. Proactive approaches are distinguished from prevention programs in that the former focus on manegement of crisis situations as well as reduction. Proactive approaches are defined by their emphasis on the system, rather than specific components which traditionally have been linked to issues such as suicide and crisis. Competent clinicians are seen only as one dimension. A shared sense of mission and--imperative throughout the university--the willingness to continually assess effectiveness, and clear administrative support are all seen as vital to the implementation of a proactive program. Proactive programs are considered to be cost effective in light of the positive ramification they may have on the well-being and morale of students, faculty, and staff; the public image of a university; and the significant potential for reduction of liability and risk with minimal outlay of expenses. (ABL)

ED 301 803 CG 021 291

Stevenson, Michael R.; And Others
The Sex Typing of Activities.
PUB DATE- Apr 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (60th, Chicago, IL, April 28-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Androgyny; *College Students; Higher Education; *Leisure Time; *Recreational Activities; *Sex Differences

It has been suggested that gender roles are multidimensional. However, past research has focused primarily on masculinity and femininity. This study investigated the relations among sex typing, sex, and interest in leisure activities among college students. College students (N=273) rated the extent of their interest in activities on a 5-point Likert-type scale. Participants also completed the Bem Sex Role Inventory and the Gough Femininity Scale. Significant differences were found for 18 activities. Significant predictors were found for 67 activities. For activities where differences were found, androgynous individuals consistently had the highest means. Results suggest that gender is a better predictor of interest than are gender roles. These data suggest that leisure activities do not fall neatly into instrumental or expressive categories. Most of the interests were more closely related to androgyny. Because interest in activities was more closely related to gender than to gender role, an individual's interests may have more to do with social role prescriptions for men and women than with masculinity and femininty. (ABL)

ED 301 804 CG 021 292

Gehring, Thomas M.; And Others

Conflict in Families of Adolescents: The Impact on Cohesion and Power Structures.

PUB DATE- Mar 88

NOTE- 37p.; Paper presented at the Annual Meeting of the Society for Research on Adolescence (2nd, Alexandria, VA, March 25-27, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Conflict; *Family Problems; *Marital Instability; *Parent Child Relationship; *Power Structure

Family-related conflict has been a central focus of theory as well as research on adolescent development, both with respect to the characteristics of nature of conflict and the influence it has on adaptational outcomes. Conflict in families of adolescents was studied by examining three characteristics of family conflict (locus, content, and frequency) and changes in family cohesion and power in response to conflict. Using a clinically derived figure placement technique, 460 subjects including parents and 11- to 20-year-old adolescents represented their family twice, as it was typically and in an important conflict situation. Subjects were also interviewed about the nature of the conflict. At a descriptive level, conflict in both marital and parent-adolescent dyads was frequently reported, and conflict over deviant behavior was described in addition to more mundane issues. Across adolescence, reports of parent-adolescent conflict increased, especially those related to autonomy. In general, conflict decreased cohesion and changed power relations in the representations of family structure. In particular, compared to others, conflict in the marital dyad was related to decreased cohesion and increased cross-generational coalitions, whereas conflict between mothers and adolescents was related to shifts in power. Both cross-generational coalitions and reverse power hierarchies were portrayed more often in conflict concerning deviant behavior. No gender differences were found. (Author/ABL)

Infertility: Medical and Social Choices.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-BA-358
PUB DATE- May 88
NOTE- 412p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-003-01091-7, $16.00).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Constitutional Law; Ethics; Federal Legislation; *Government Role; Legal Problems; Medical Services; *Pregnancy; Prevention; *Public Policy; Reproduction (Biology); *Veterans
IDENTIFIERS- *Infertility

This report illustrates a range of options for Congressional action in nine principal areas of public policy related to infertility: (1) collecting data on reproductive health; (2) preventing infertility; (3) information to inform and protect consumers; (4) providing access to infertility services; (5) reproductive health of veterans; (6) transfer of human eggs, sperm, and embryos; (7) recordkeeping; (8) surrogate motherhood; and (9) reproductive research. After introductory chapters on infertility and the demography of infertility, full chapters are devoted to factors contributing to infertility, prevention, diagnosis, treatment, services and costs. Quality assurance for research and clinical care is discussed. Reproductive health of veterans is discussed, including factors specific to veterans, Post-Traumatic Stress Disorder, Agent Orange, and radiation. Ethical considerations relevant to infertility are reviewed, including the right to reproduce, the moral status of the embryo, and research initiatives. Constitutional considerations are described, focusing on freedom to procreate and restrictions on this freedom. The report concludes with discussions of the legal considerations of artificial insemination, in vitro fertilization, embryo transfer, gamete intrafallopian transfer, and surrogate motherhood. Among the 10 appendices are a glossary of terms, and discussions of religious perspectives, fetal research laws possibly affecting in vitro fertilization, and feminist views on reproductive technologies. (ABL)

ED 301 806 CG 021 294

Children's Mental Health: Problems and Services. Background Paper.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-BP-H-33
PUB DATE- Dec 86
NOTE- 173p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Children; Community Services; Intervention; *Mental Health; *Mental Health Programs; Program Evaluation; Psychiatric Services; Psychological Services; *Public Policy
IDENTIFIERS- *Child Health

This background paper on children's mental health indicates that less than one-third of the children who have mental health problems receive treatment. Types of mental health problems are discussed, including intellectual, developmental, behavior, emotional, psychophysiological, and adjustment disorders. Enviromental risk factors of poverty and membership in a minority ethnic group, parental psychopathology, maltreatment, teenage parenting, prematurity and low birthweight, parental divorce, and major physical illness are described. Mental health services are discussed in detail, including therapies, treatment settings, treatment in non-mental health settings, prevention, and the integration of mental health and other services. The effectiveness of various therapies and treatment settings is examined. Current federal efforts supporting mental health services are discussed. Three main conclusions are drawn: (1) many children do not receive the full range of necessary and appropriate services to treat their mental health problems effectively; (2) a substantial theoretical and research base suggests that, in general, mental health interventions for children are helpful; and (3) although there seem to be shortages in all forms of children's mental health care, there is a particular shortage of community-based services, case management, and coordination across child services systems. A glossary of terms is included. (ABL)

ED 301 807 CG 021 295

Diedrick, Patricia
Male and Female Self-Esteem: An Investigation of Worth and Efficacy.
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Counseling Objectives; Higher Education; *Self Efficacy; *Self Esteem; *Sex Differences
IDENTIFIERS- *Worth

The basis of self-esteem for females appears to be worth (a moral dimension of esteem related to kindness and goodness) because women are socialized to be oriented towards relationships. For males the basis of self-esteem appears to be efficacy, an instrumental dimension of esteem based on self-perceptions of accomplishments. The purpose of this study was to investigate the extent to which these conditions continue to exist by exploring gender differences in self-perceptions of efficacy and worth. Respondents were college students (N=94) ranging in age from 18 to 58. In response to an open-ended question asking respondents to describe their best qualitites, females were more likely to describe themselves as worthy, males as efficacious. More low self-esteem males listed efficacious traits needing improvement as compared with males with adequate self-esteem. On the other hand, low self-esteem and adequate self-esteem females did not differ in listing either worthy or efficacious traits needing improvement. Results imply counselors should work on efficacy with men in order to increase self-esteem, and counselors should work on worth with women in order to increase self-esteem. (Author/ABL)

ED 301 808 CG 021 296

Villwock, Diane Nanette; Black, Kathryn Norcross

Closeness in Father-Offspring Relationships: Do Differences Linked to Paternal Marital Status Persist in a Multivariate Approach?

PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (60th, Chicago, IL, April 28-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; *College Students; *Divorce; *Fathers; Higher Education; *Parent Child Relationship
IDENTIFIERS- *Closeness

It has been reported by previous research that offspring ratings of feelings of closeness to father are more negative for divorced fathers than for fathers in intact marriages. This study investigated the impact of a number of variables on college-aged offspring ratings of feelings of closeness to their fathers. Subjects included college students whose parents were divorced (N=99) and college students from intact families (N=110) who completed self-report questionnaires measuring closeness, socioeconomic status, fathers' behaviors, parenting style, and divorce experience. In agreement with previous findings, divorced fathers received lower average ratings than did married fathers. Perceiving the father as accepting and trustworthy was strongly related to feelings of closeness to him. When the effects of other variables were held constant with multiple regression, ratings of closeness to fathers were higher when fathers more frequently performed supportive behaviors for the offspring, more frequently initiated interaction with the offspring, avoided getting angry with the offspring, and avoided performing some general problem behaviors. Group differences may result from differences between the fathers on these variables or from other variables which are directly affected by divorce. (Author/ABL)

ED 301 809 CG 021 297

Morris, David C.
Life, Health and Life Satisfaction in Middletown, U.S.A.
PUB DATE- Sep 88.
NOTE- 17p.; Paper presented at the Annual Meeting of the National Forum on Research in Aging (5th, Lincoln, NE, September 21-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Friendship; Health; Income; *Life Satisfaction; Loneliness; Marriage; *Older Adults; *Well Being

The area of subjective well-being has been and continues to be of interest to gerontologists. This study examined life satisfaction of older adults within the milieu of a classic, sociological community setting, Middletown, U.S.A. Data were gathered from 400 telephone interviews with respondents who were 60 years or older in the Muncie/Delaware County, Indiana area. Life satisfaction, measured as contact with confidant, loneliness, subjective health status, and subjective satisfaction with income were assessed. In the main, the older adult respondents appeared to have high levels of contact and interaction. They seemed to be rather satisfied with life in the present, and with life now as compared to the past, as well as with their income. Levels of loneliness tended to be on the low side. Those who were satisfied with life now as compared to the past tended to be married and in better health. Those who were less lonely tended to be more satisfied with life now than in the past, married, in better health, and to have sufficient contact with a confidant. Those who had sufficient contact with a confidant tended to be married and in better health. Those who were more satisfied with their incomes tended to be in better health. Income satisfaction was related to being married. Overall, it seemed that the role of subjective health status, lack of loneliness, contact with a confidant, satisfaction with income and satisfaction with life now as compared to the past were directly related to life satisfaction. (ABL)

ED 301 810 CG 021 298

Understanding Gender Equity in the Workplace.
Nunnelley State Technical Coll., Childersburg, AL.
PUB DATE- Jun 88
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Equal Opportunities (Jobs); Higher Education; High Schools; *School Counseling; *Secondary Education; *Sex Fairness; Sex Stereotypes

This document discusses issues of gender equity in the workplace which are pertinent to the high school counselor. The first chapter provides guidelines for helping students to understand gender equity issues. These guidelines include asking the students if they would have the same career goals if they were of the other sex and challenging the students to name three nontraditional careers they would consider. Next, a gender equity awareness quiz for educators is presented which assesses whether or not the educator has sufficient background information to provide a non-biased classroom atmosphere. The second chapter provides facts and figures on gender equity, including definitions of gender and pay equity, Alabama workforce statistics, pay equity factsheets from the National Council on Working Women, and inroads made by women in particular jobs. Vignettes of women who entered traditionally male occupations are given in chapter 3. Chapter 4 is a resource directory of individuals, agencies, publications, and audio-visual materials on gender equity issues. The Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, and the Pregnancy Discrimination Act are discussed. The fifth chapter discusses the involvement of Nunnelley College (Childerburg, Alabama) in gender equity issues and its policy of gender equity. (ABL)

ED 301 811 CG 021 299

Hicks, Dorothy
Feminist Counselling.
PUB DATE- 1 Jun 88
NOTE- 40p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (St. John, New Brunswick, June 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Objectives; *Counselor Attitudes; *Equal Opportunities (Jobs); Females; *Feminism; Foreign Countries; *Sex Discrimination; *Sex Stereotypes
IDENTIFIERS- Canada

People today inhabit a male manufactured society in which males have historically made the rules by which individuals live. In the world of work, men's work is valued much more highly than is women's. The nurturing women do gets in the way of women doing things for themselves. A terrible myth has developed that women are masochistic by nature; that women enjoy suffering and pain. Too often when women go to therapists with a problem and are unhappy, they are told that they bring unhappiness to themselves. One main principle of feminist counseling is that the counselor's role is viewed more as that of a facilitator than an expert. In traditional male dominated counseling, the counselor or therapist is seen as the expert, the all-knowing father. A second principle of feminist counseling is that the counselor facilitates the client in reaching her goals; she helps women to effect behavioral, affectual, and attitudinal change. Feminist counselors should be women because of the phenomenon of female passivity in the presence of males. Feminist counselors must be aware of their own values and let them be known. Feminist counselors should be involved in social action and promoting change; they should be working toward optimal functioning in their own lives. In changing to a society of equality for all, all members of that society become more free to be real human beings. (ABL)

ED 301 812   CG 021 300

NHLBI Smoking Education Program. Planning Workshop for Professional and Patient Education (Silver Spring, Maryland, January 29-30, 1985). Summary Report.

National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD.

PUB DATE- 85
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Proceedings (021)
DESCRIPTORS- *Health Education; *Health Personnel; Health Programs; Health Services; *Intervention; *Needs Assessment; Outreach Programs; *Smoking

The workshop reported in this document focused on professional and patient smoking education. First, high priority clinical opportunities for smoking intervention were identified. Second, topically-oriented small groups met to plan activities in each of the following priority areas: (1) initiation of smoking cessation/maintaining non-smoking during and after pregnancy; (2) intervention with children at high risk; (3) health care providers and institutions as role models; (4) high risk patients; and (5) regular, periodic visits to a physician. The workshop discussions included extensive descriptions of the clinical opportunities, characteristics of the anti-smoking intervention, barriers that exist and how to overcome them, reaching and educating providers to intervene, and identification of organizations which could undertake efforts to increase effective provider intervention. These key themes are summarized: (1) identification of specific resources needed to assist health professionals to intervene more effectively with their smoking patients; (2) identification of key channels for professional and patient education and information dissemination; and (3) identification of the need for opportunities for networking/communication among organizations and individuals actively involved in smoking intervention. Appendices include the small groups' reports and a list of workshop participants. (ABL)

ED 301 813 CG 021 301

Responding to Adolescent Suicide.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-438-3
PUB DATE- 88
NOTE- 35p.; Prepared by the Phi Delta Kappa Task Force on Adolescent Suicide.
AVAILABLE FROM- Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; Elementary Secondary Education; Intervention; *Student Problems; *Suicide
IDENTIFIERS- *Adolescent Suicide; *Suicide Prevention

This publication is designed to help educators deal with the problems that arise after an adolescent's suicide. It recommends that teachers should be able to detect differences in students' responses to emotional problems. Following a preface and a brief review of the extent of the problem, the first chapter discusses which adolescents are vulnerable to suicide, noting that adolescent suicide is rarely precipitated by a single factor, but usually is a combination of factors. Risk factors described include depression; loss; moving; lack of attention from working parents; disappointments; substance abuse; chronic illness and handicaps; impulsivity; negative life events; and physical, sexual, and emotional abuse. The second chapter discusses dealing with the school situation after a suicide, describing the bereavement and recovery stages of denial, anger, acceptance, and resolution. A 10-step crisis management plan for suicide and how to put it into action is discussed in the third chapter. Establishing a school crisis team for dealing not only with suicides but also with other crises, such as accidents, drug overdoses, tornadoes, earthquakes, bomb threats, even riots, is discussed in the fourth chapter. Three levels of a school crisis team are presented: individual building, central office, and community support groups. Finally, community education in suicide prevention for two key audiences, parents and the media, is discussed. The appendix includes checklists for at-risk adolescents, symptoms of suicidal youth, and suicide threat. A bibliography is included. (ABL)

ED 301 814 CG 021 302

Soldo, Beth J.; Agree, Emily M.
America's Elderly.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Sep 88
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Aging (Individuals); Demography; *Government Role; *Older Adults; *Population Distribution; *Population Growth; Population Trends; *Quality of Life

The older population in the United States grew twice as fast as the rest of the population in the last 20 years. This growth is expected to accelerate early in the next century as the large baby-boom cohorts move through middle age and become elderly. Substantial improvements in life expectancy at all ages, particularly at extreme old age, mean that more will be the "oldest-old," those individuals over the age of 85. While many older adults are active and healthy well past retirement, many individuals living into their 80s have to cope with chronic disabilities affecting their capacity to perform day-to-day activities. Modern medicine has made great inroads against mortality from such illnesses as heart disease and stroke, but has not eliminated all the effects of these diseases. As the population ages, the issues of health care funding and availability, particularly long-term care, increases in importance. The majority of elderly live not in nursing homes but in the community, receiving help from family and friends. This has created a tremendous demand for federal subsidies to support community-based long-term care services. One-quarter of the federal budget is now spent on the elderly. Economists estimate that government expenditures are three times greater for the elderly than for children, raising the issue of "intergenerational inequity," that is, how to balance the amount of care society provides to those who already have contributed with what is provided to those who will contribute in the future. There is interdependence among the generations, with burdens and benefits of intergenerational transfers at all stages of the life course. (Author/ABL)

ED 301 815 CG 021 303

Drug Prevention Curricula: A Guide to Selection and Implementation.

Office of Educational Research and Improvement (ED), Washington, D.C.

PUB DATE- 88
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; *Drug Abuse; *Drug Education; Elementary Secondary Education; *Substance Abuse

This publication is a response to problems encountered with substance abuse curricula. It represents the best current thinking about drug prevention education. It shows what to look for when adopting or adapting ready-made curricula, and suggests important lessons that ought to be part of any prevention-education sequence, including those developed by schools and school systems for their own use. The document opens with a summary checklist of the essential points to consider in selecting a prevention curriculum, adapting one for one's special needs, or designing one's own. This checklist is divided into three parts: before one begin, as one chooses a curriculum, and when the curriculum is implemented. These points are among those listed: (1) determine the nature and extent of the drug problem in one's area; (2) develop a clear, concise policy against drug use in one's school; (3) commit to using a curriuculum that conveys the no-use message; (4) provide for keeping parents informed about the curriculum; (5) establish a schedule for implementation and monitoring; (6) provide regular assessment; and (7) maintain communication among all persons and groups involved in the drug prevention efforts. Curriculum guidelines are given for early childhood, upper elementary, middle school and junior high school, and high school levels. The appendices include lists of Department of Education resources, other federal activities, and state agencies. (ABL)

ED 301 816 CG 021 304

Finch, Joe M.
Physical Abuse of Children: A Look at Professional Intervention.
PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (34th, Tulsa, OK, April 21-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Child Abuse; *Counselor Attitudes; Criminals; *Family Violence; Psychologists; Social Workers; Victims of Crime

The physical abuse of children is a serious and growing problem. In spite of increasing knowledge and skill in treating physical abuse, many professionals continue to be dissatisfied with the effectiveness of treatment. This study examined the myths and beliefs about abuse and abusers and the theoretical models of cause and treatment that are preferred by professionals who are involved in treating abuse that may directly or indirectly contribute to less effective treatment. Twenty-three psychologists and 64 social workers were surveyed by means of an 84-item questionnaire concerning some of these myths associated with physical abuse. The results showed that some mental health professionals may subscribe to myths, beliefs, or theoretical models that may limit their effectiveness in working with abuse situations. This possibility suggests that professionals working with abusive clients and abuse victims could be more effective if they would probe their own ideas, concepts, and beliefs about abuse on an ongoing basis. (ABL)

ED 301 817 CG 021 305

Lee, Gary R.; Shehan, Constance L.

Family Relations and the Self-Esteem of Older Persons.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Nov 88
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council on Family Relations (50th, Philadelphia, PA, November 12-16, 1988).
GRANT- MH-33141
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Factors; *Family Relationship; *Older Adults; *Self Esteem; *Social Influences; Well Being

The general impression conveyed by the literature in the social psychology of aging is that various dimensions of the self, including self-esteem, are relatively fixed and stable by the later stages of the life cycle. Existing research implies that the self-esteem of older persons is higher than that of younger persons, and also more stable or resistant to external influences. This study examined the influence of social, familial, and eonomic factors on the self-esteem of older persons. Subjects (N=4,122) were adults age 55 and over who agreed to receive mailed questionnaires when contacted randomly by telephone. Self-esteem, marital satisfaction, relationship with neighbors, education, health, family income, and employment were assessed. Results showed that the self-esteem of older persons was positively affected by education, income (for males), health, and frequency of interaction with friends. Marital satisfaction had a positive effect on self-esteem second in magnitude only to the effect of health; for males, the effect of marital satisfaction was stronger for the retired than for the employed. No other family related variables had significant effects on self-esteem except that never-married women had slightly lower self-esteem than others. Results suggest that self-esteem is still responsive to some social factors among older persons, and therefore should not be ignored in research or theory on the psychological well-being of the elderly. (ABL)

ED 301 818 CG 021 306

Wilson, F. Robert; Yager, Geoffrey G.
Generalizability of Effectiveness Ratings for Counselors and Their Supervisors.
PUB DATE- Oct 88

NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Counselor Education and Supervision (St. Louis, MO, October 7-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselors; *Evaluation Methods; *Rating Scales; *Supervision; *Supervisory Methods

It is common for supervisors to evaluate their supervisees with a rating form. Despite the importance of supervisor ratings to the training of counselors and therapists, very little attention has been devoted to the overall reliability (generalizability) of these ratings. This study examined the generalizability of supervisor ratings of counselors-in-training. Participants included 23 counselor trainees enrolled in a masters level prepracticum course and 9 doctoral-level counseling supervisors. Ratings of counselor and supervisor effectiveness were collected through the use of the Counselor Effectiveness Scale. At the beginning of the term, practicum trainees were randomly assigned to supervisors. Each prepracticum counselor audiotaped a counseling session with a volunteer client on each of 6 weeks. Within a week following each counseling session, counselors met with their supervisors for a 60 minute supervision session. Following each supervision session, the supervisor rated the effectiveness of the counselor, and the counselor rated the effectiveness of the supervisor. Generalizability analyses were performed. Results showed generalizability of supervisor's ratings of counselor effectiveness were affected more by the number of occasions on which the counselor was rated than by the length of the rating instrument. Similar findings were observed for counselor ratings of supervisor effectiveness. (ABL)

ED 301 819 CG 021 307

Blum, Larry W.
Counselors in Computer Land.
PUB DATE- Jun 88
NOTE- 10p.; Paper presented at the American School Counselor Association Elementary/Middle School Guidance Conference (Breckenridge, CO, June 22-25, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Computer Uses in Education; *Counseling Techniques; Elementary Secondary Education; *School Counseling

This document demonstrates some of the functions served by the four parts of the AppleWorks program which can be used by school counselors. The four functions include word processor, data base, spread sheet, and mail merge. Each function is described, examples of the function are provided, advantages are listed, and for two examples, the support needed is listed. An example of each function used by a counselor is included. It is suggested that the computer allows a counselor to do some tasks more easily and more quickly. (ABL)

ED 301 820 CG 021 308

Lee, Sandra S.; Gerson, Barbara
Ethical Issues: The Changing Role of the School Psychologist.

PUB DATE- 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counselor Role; Elementary Secondary Education; *Ethics; *Integrity; *School Psychologists

School psychologists must have a system of problem solving to employ when faced with ethical dilemmas. In addition, school psychologists must recognize that professional expertise brought to practice in the schools is not value free. It is imperative that those who see themselves as helping others, especially children, clarify their ideals, goals, norms, and standards of behavior. It is important to consider questions of individual responsibility in the face of authority or in the face of unethical or ineffective behavior on the part of one's colleagues. School psychologists must be aware of their own biases and weaknesses. They must also become aware of the values of the community, and finally, of the values of the individuals with whom they interact. While psycholgists make every effort to reconcile any differences which arise, individual ethical integrity must remain paramount. The school psychologist who fulfills the role mandated by law, follows ethical guidelines, functions effectively in a bureaucratic structure, and when necessary, goes "beyond the guidelines" may still encounter ethical dilemmas. Psychologists must gain practice in dealing with the processes involved in resolving ethical dilemmas, and must receive the professional support needed to live up to standards and ideals. (ABL)

ED 301 821 CG 021 309

Smith, Suzanna D.; Price, Sharon J.

Women and Plant Closings: Unemployment, Reemployment, and Job Training Enrollment Following Dislocation.

PUB DATE- Nov 88
NOTE- 36p.; Paper presented at the Annual Meeting of the National Council on Family Relations (50th, Philadelphia, PA, November 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Career Change; *Dislocated Workers; Employment; Employment Patterns; *Females; *Outplacement Services (Employment); *Retraining; Skill Obsolescence; *Structural Unemployment

Thousands of workers have been dislocated from jobs in the textile and apparel industries as a result of recessions and structural changes in the economy. Because of the large concentrations of female workers in these industries, women have been particularly vulnerable to dislocation. This study examined job dislocation and factors that affect women's reemployment or retraining for other employment. Subjects were women (N=120) who had been dislocated from textile or apparel manufacturing plants and were unemployed, reemployed, or enrolled in classroom-based job training at a county vocational technical institute in 1985 and 1986. Subjects were interviewed face-to-face or completed questionnaires. Results showed that the job training group was significantly different from the unemployed and employed groups, and that variables related to the stage of life cycle were primarily responsible for these differences. The job training group was younger and had more children at home. These findings suggest that younger women who had a number of years remaining in the job market and also faced the economic demands associated with earlier stages of the family life cycle, were more likely to believe that it was worthwhile to retrain for future jobs, and that older women were more likely to believe that retraining for their remaining years in the job market was of little value. (ABL)

ED 301 822 CG 021 310

Machell, David F.
The Recovering Alcoholic Catholic Priest and Role Immersion.
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Alcohol Education; *Alcoholism; Catholics; Drug Abuse; Drug Education; *Emotional Response; *Priests; *Rehabilitation; Role Perception; Theological Education

A professional role that may be one of the most immersively demanding professions is that of the Roman Catholic priest. This internalized role creates psychological/emotional territorialities which regulate the person's sexuality, societal status, professional rituals/behaviors, social interrelationship expectations, and work rituals. The disciplining of one's psychology as a priest involves a process of the suppression of feelings which has been called professional protective emotional suppression (PPES). The alcoholic has held unexpressed and unresolved feelings throughout his/her life, creating a high state of internal anxiety. Compensation expressions are characteristics common in persons suffering from the disease of alcoholism. The role of a Catholic priest superimposes onto the recovering alcoholic a layer of life complexity that may create and reinforce psychological unhealthiness. The dimensons of PPES may come together to create in the priest a ritualized suppression of feelings which has developed through the years. The priest is suffering from alcoholism and PPES. In treatment of the alcoholic priest the church needs to recognize that alcoholic persons in early recovery may react to their work responsibilities excessively and completely, thus camouflaging the real problem issues, and supervisors should receive some training in understanding chemical dependency. Recovering priests should be involved in Alcoholics Anonymous or the equivalent and counseling is recommended. More intensive prevention/precautionary education concerning alcohol/drug issues needs to be introduced at all stages of seminary education. (ABL)

ED 301 823 CG 021 311

Building a Drug-Free County: A Partnership of Community, Business, Schools, and Government. An Interim Report to the County Executive.

Montgomery County Dept. of Family Resources, Rockville, MD. Div. on Children and Youth.

PUB DATE- Sep 88

NOTE- 76p.; Prepared by the Community Leadership Task Force on Drug and Alcohol Abuse Prevention.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Alcoholism; Business; *Community Programs; *Drug Abuse; Elementary Secondary Education; *Interdisciplinary Approach; Local Government; *Prevention; School Community Relationship; Schools; *Substance Abuse

This document is the interim report of a task force on drug and alcohol abuse prevention for Montgomery County, Maryland. The report emphasizes that in order to effect prevention, a partnership between business, schools, and communities is needed. These four tasks of the task force are listed: (1) to determine the extent of the problem; (2) to define target groups for prevention activities; (3) to identify action strategies; and (4) to identify the roles of various community segments. The summary of the report concludes that there is a severe and increasing substance abuse problem in the county, despite increased law enforcement efforts. It recommends focusing on two targets--families with preschool children and school-age children and communities with a high incidence of drug-related crime activities. It is recommended that community gatekeepers and stakeholders be identified and trained in prevention, and that resources to carry out recommendations should include donated time and services as well as money. Additional short- and long-term recommendations are provided. In regard to the future, over the next several months the task force will examine additional areas to establish the groundwork to enable prevention to take its rightful place in sustained efforts to deal with the serious problem of substance abuse. (ABL)

ED 301 824 CG 021 312

Kalyan-Masih, V.; And Others
Smallest Coins of Marital Happiness.
PUB DATE- Aug 88
NOTE- 14p.; Paper presented at the International Congress of Psychology (24th, Sydney, Australia, August 28-September 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Altruism; Interpersonal Communication; *Interpersonal Relationship; *Marital Satisfaction; *Models; Spouses
IDENTIFIERS- *Equilibrium (Piaget); *Love

People tend to have such lofty conceptions of love and marital happiness that little day-to-day simple acts of kindness are seldom considered. This study investigated specific, repetitive, small daily acts that strengthen marriage, and little acts that disturb a stable relationship. Participants (N=57) were individuals who had been happily married for 30-51 years, with an age range of 48-82 years, and an educational level from 10-20 years of schooling. Data were collected through in-depth interviews consisting of 21 direct and open-ended questions. Results showed that the smallest acts such as smiling, touching, looking, hugging, and saying "thank you" and "I love you," helped couples to: (1) maintain and continue their love relationship; (2) enhance their physical comfort and well-being; (3) encourage individual growth and enjoy shared togetherness; (4) keep special rituals and memories; (5) accept children and in-laws as extra bonuses; and (6) remove negative acts through open communication, humor, forgiveness, and courtesy. Results suggest a dynamic equilibration-equilibrium model. There is a continuous interaction between the organism (the couple) and the environment. The ebb and flow of the positive and negative helps maintain an open equilibrated system through self-regulatory activity of the couple. (Author/ABL)

ED 301 825 CG 021 313

Carlucci, John Paul
Increasing Elementary School Based Interventions for Children of Divorce by Utilizing Faculty and Parent Workshops and Developmental Student Groups.
PUB DATE- 88
NOTE- 147p.; Ed.D. Practicum, Nova University.
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Coping; *Divorce; Elementary Education; *Elementary School Students; Faculty Development; *Intervention; One Parent Family; Parent Role; Parochial Schools

The goal of this practicum was to increase school-based interventions for children of divorce in an elementary school. The school psychologist implemented two faculty workshops with 13 faculty members attending the first and 7 attending the second workshop, and 6-week developmental groups for grades one and two, three and four, and five and six, which included 17 students. All faculty and parent workshops and all student groups were followed up with questionnaires. Parent workshops involved 18 parents. The questionnaires for grades one and two were presented in an interview format. All single parents of the first/second grade group and fifth/sixth grade group reported that their children improved academically and/or behaviorally. Two of the four parents responding in the third/fourth grade group reported that their children improved academically and/or behaviorally; two parents felt their children did not need to improve academically and/or behaviorally. All students in the developmental groups reported increased communication and coping skills. The classroom faculty reported that their students who attended the groups improved academically and/or behaviorally. Most faculty members attending the two workshops and all parents attending the parent workshop reported increased awareness of strategies for promoting optional growth. (Author/ABL)

ED 301 826 CG 021 314

Obringer, Barbara J.; Newlon, Betty J.
Captive Spouses and Self-Esteem.
PUB DATE- 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Family Life; *Females; *Mobility;
*Self Esteem; *Spouses

Contributing to society is important for both society and the person. Today it appears that some married women who are housewives are unable to develop careers, because of frequent breaks in their education and/or training due to the mobility of their spouse. A captured spouse is one who is mobile with her mate and is overshadowed in the career area by her mate. This study examined whether captivity, the inability to pursue a career because of a mobile spouse, has an effect on self-esteem. Mobility was defined as moving farther than commuting distance from one's present job within the last 5 years. The non-captive population was identified as married females with themselves as the dominant working spouse. The captive population was similar to the non-captive population except that for the captive population the husband, considered the primary wage earner, was mobile and that mobility infringed upon the wife's pursuing her career. Subject (N=86) responses to the Rosenberg Self-Esteem Scale showed a correlation between mobility and self-esteem and a statistically significant difference between the self-esteem means of both populations. It can be concluded that mobility had adversely affected the self-esteem of captive spouses. Satisfaction with career development had no measureable effect on the self-esteem of women already established in their choice of career field. (ABL)

ED 301 827 CG 021 315

Quackenbush, Marcia; Villarreal, Sylvia

"Does AIDS Hurt?": Educating Young Children about AIDS. Suggestions for Parents, Teachers, and Other Care Providers of Children to Age 10.

REPORT NO.- ISBN-0-941816-52-4
PUB DATE- 88
NOTE- 153p.
AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($14.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Children; *Developmental Stages; Elementary Education; Health Education; Sexual Abuse; *Teaching Methods; *Young Children

This document gives parents, teachers, and others basic information and suggested guidelines for teaching children aged 10 and younger about Acquired Immune Deficiency Syndrome (AIDS). These topics concerning AIDS and young children are discussed: (1) talking with young children about AIDS; (2) things to keep in mind when talking with children, including the relationship with the child and the child's age and developmental level; (3) appropriate times to bring up the topic of AIDS; (4) questions children may ask about AIDS and how to answer them; (5) guidelines to keep in mind when talking to children when a child, family, or friends are at risk or are infected with the AIDS virus; (6) issues for the young child in foster care; (7) AIDS education in the early elementary classroom; (8) anticipating problems that might come up in discussing AIDS with young children; and (9) guidelines for the school with human immunodeficiency virus (HIV) infected students or staff, including informing teachers, parents, students, and the community at large. Descriptive information about AIDS is provided, including epidemiology, symptoms of infection, and prevention and testing. Advice is given on how to stay updated on AIDS information. AIDS information appropriate for infants, toddlers, early childhood, and school-aged children is given. Physical and behavioral/attitudinal signs of sexual abuse are listed. Further resources of AIDS are listed, including written materials and organizations. (ABL)

ED 301 828 CG 021 316

Post, Jory; McPherson, Carole
Into Adolescence: Learning about AIDS. A Curriculum for Grades 5-8. Contemporary Health Series.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
REPORT NO.- ISBN-0-941816-62-1
PUB DATE- 88
NOTE- 155p.
AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Behavioral Objectives; Communicable Diseases; *Elementary School Curriculum; Grade 5; Grade 6; Grade 7; Grade 8; *Health Education; Intermediate Grades; Junior High Schools; *Preadolescents; *Teaching Methods
IDENTIFIERS- *Sexually Transmitted Diseases

This book contains a 14-lesson module for grades 5-8, focusing on giving students a solid understanding of disease transmission and prevention. It opens with a curriculum overview which stresses the sophistication level of today's adolescents and their inquisitiveness. The overview describes the importance of teaching students how to prevent contracting Acquired Immune Deficiency Syndrome (AIDS) by abstinence from sex and intravenous drug use, and condom use for those students who are already experimenting with sex or will be in the near future. It emphasizes that AIDS education should remain a part of a comprehensive health education program. It provides teachers with concrete behavioral objectives and specific strategies for an effective, age-appropriate AIDS education unit. This book examines the nature and causes of sexually transmitted diseases; helps students develop their research skills concerning AIDS; explains the human immunodeficiency virus (HIV); discusses how AIDS is transmitted and how it can be prevented; and provides pre-tests, post-tests, and evaluation methods. The appendices include a glossary, an evaluation record sheet, and the pre-test/post-test and answer key. (ABL)

Terrell, David L.

Suicidal Behaviors among College Students: Prevention, Intervention and Postvention.

PUB DATE- Oct 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Southeastern Conference of Counseling Center Personnel (25th, Athens, GA, October 5-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Counseling Services; *Crisis Intervention; *Higher Education; High Risk Students; Prevention; *Responses; *School Policy; *Suicide

This document provides material useful to counseling center personnel on the topic of suicidal behaviors among college students. These items are included: (1) a list of seven signs which college personnel need to look for when evaluating suicidal risk in the college student; (2) an outline of prevention, intervention, and postvention topics to be discussed; (3) a questionnaire about policies of the college in response to a suicide and incidence of suicide on the campus; (4) a quotation about crisis management; (5) a list of seven important causes for suicidal behavior among college students; (6) a list of nine characteristics or services which are part of effective suicide prevention programs on campus; (7) a four-part model crisis response plan and definitions of a response situation; (8) a list of seven requirements for the preparation for a formal crisis response plan; and (9) a brief discussion of Tennessee State University's internal procedures for responding to a student death and to student suicide. References are included. (ABL)

ED 301 830 CG 021 318

Take Charge of Your Life!
Salvation Army Booth Memorial Center, CA.
SPONS. AGENCY- California State Dept. of Health Services, Sacramento. Office of Family Planning.
REPORT NO.- ISBN-0-941816-73-7
PUB DATE- 88
NOTE- 32p.
CONTRACT- 86-88841
AVAILABLE FROM- Network Publications/ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830 (1-24 copies, $3.95; discount for 25 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Contraception; *Dating (Social); *Decision Making; Interpersonal Attraction; Mate Selection; *Preadolescents; Self Esteem; *Sexuality

This document is a workbook for preteens and teenagers between the ages of 11 and 15 that discusses relationships, dating, sexuality, and contraception. It focuses on building self-esteem and decision-making, encouraging teenagers to think through decisions they face about relationships and themselves. Workpages, which feature various types of questions and checklist activities, include these topics: (1) comparing values; (2) influences on decisions and making sample decisions; (3) communicating feelings; (4) choosing friends, including girlfriends and boyfriends; (5) dating and going together; (6) decisions about physical touching and sex; (6) saying "no" to sex; and (7) decisions about sex, birth control, and pregnancy. A resource list of materials on love and sex, birth control, Acquired Immune Deficiency Syndrome, and deciding to be a parent is included. (ABL)

ED 301 831   CG 021 319

Lyle, Julie Ann; Newlon, Betty J.
Mother-Daughter Communication and the Daughter's Perceived Self-Esteem.
PUB DATE- 79
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Daughters; High Schools; High School Students; *Interpersonal Communication; *Mothers; *Parent Child Relationship; *Self Esteem; Self Evaluation (Individuals)

The concept of self-esteem is in no way absolute. Its determinants, variations, and complex nature are continuously being challenged. This study examined the adolescent female's perception of herself, as well as her evaluation of the communicative relationship with her mother. Subjects (N=26) were female high school students, ages 15-18. Subjects completed the General Population Questionnaire, the Index of Self-Esteem, and the Parent Adolescent Communication Inventory. Findings supported the hypothesis that the adolescent female who perceives herself as having high self-esteem will also perceive a positive communicative relationship with her mother. No information as to the causality or reasons for the association of the variables can be inferred. Possible explanations can only be had through further research, investigation and humanistic interviews. (ABL)

ED 301 832 CG 021 320

Rosenthal, Doreen A.; Grieve, Norma R.

I'm Not Sure I Enjoy Being a Girl: Satisfaction with Gender Related to Class and Ethnicity.

PUB DATE- Aug 88
NOTE- 14p.; Paper presented at the National Conference on Child Development (5th, Sydney, Australia, August 26-28, 1988).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Cross Cultural Studies; *Females; Foreign Countries; Higher Education; *Life Satisfaction; *Self Esteem; Sexual Identity; *Social Class; Socioeconomic Status; Values; Work Attitudes
IDENTIFIERS- *Australia

This study sought to explore reasons why girls tend to be less satisfied with their gender-prescribed roles than are boys. Three groups of female tertiary students with a mean age of 20 (146 upper middle-class Anglo-Australians, 71 working-class Anglo-Australians, and 89 working-class Italian-Australians) were compared in a study of the influence of class and culture on self-esteem, life-satisfaction, and a number of measures associated with gender. There were no significant differences between the groups on any measure of self-esteem or life satisfaction, but the Italian-Australians were significantly less satisfied with their gender than were the two other groups. The three groups placed equally high value on working outside the home and perceived themselves as moderately ambitious. The working-class Anglo- and Italian-Australian women had greater commitment to tertiary studies than did their upper middle-class peers. There were few differences between the two Anglo-Australian groups, suggesting that at least for young women who choose to pursue tertiary studies, social class is not an important variable when feelings about their gender, themselves, and satisfaction with their lives is examined. In contrast, the cultural comparison yielded differences on a number of measures associated with gender. (ABL)

Frazer, Linda H.; Baenen, Nancy R.

An Alternative for High-Risk Students: The School-Community Guidance Center Evaluation, 1987-88.

Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-87.53
PUB DATE- Jul 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance; *Counseling Services; *Delinquency; *Dropout Programs; *Dropout Research; *Dropouts; High Risk Students; High Schools; High School Students; *School Counseling

This study presents an evaluation of a program in which the Austin (Texas) Independent School District's School-Community Guidance Center (SCGC) employed three project specialists to work with incorrigible and delinquent students at three locations: Travis County's Gardner House Detention Center and F. R. Rice High School and F. R. Rice Middle School, two alternative schools for secondary students removed from their home schools due to incorrigible conduct. The SCGC was designed to help these high-risk students in the areas of school attendance, academic achievement, disruptive behavior, and contacts with the courts. Major findings included the following: (1) very few students dropped out while at Rice, but rates escalated once students returned to their home schools; (2) students who had a repeat referral to Rice were more likely to remain in school 18 months and 2 years after leaving Rice than were those who did not have a repeat referral; (3) enrollment has been increasing at Rice Secondary School; and (4) the attendance of students referred to Rice declined slightly while at Rice but increased slightly after they returned to their home school. (The document describes Rice and Gardner House, services provided by SCGC, student characteristics, and student outcomes after SCGC. Statistical data from the dropout study is presented with tables and graphs.) (ABL)

ED 301 834 CG 021 322

Heck, Edward J.
Alcohol Use Survey of University of Kansas Students.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; *College Students; Counseling Services; *Drinking; Higher Education; *Student Behavior

Alcohol use by college students (N=582) was examined by means of a confidential survey. Mean age of the subjects was 21.8 years, with a range of 17 to 53 years. Results showed 10.3% to be nondrinkers; the greatest percentage of students were found to be light drinkers. Subjects reported the high school years to be the time period when the majority of students started drinking. The top three places where students drink were off-campus parties, at home, and in local bars. A sizeable percentage of students reported experiencing negative effects of drinking, including arguments, missing school, and indiscriminate sexual activity. Students appeared to be saying that they made their own decisions to drink, reporting relatively low peer pressure. For help sources with alcohol problems, friends, parents, and girl- or boyfriends were rated highest. The university's counseling center received the highest rating for on-campus sources for alcohol problems. (ABL)

ED 301 835 CG 021 323

Karabenick, Stuart A.

Varieties of Help-Seeking as a Learning Strategy and the Role of Self-Esteem Threat.

PUB DATE- Aug 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *College Students; Critical Thinking; Helping Relationship; *Help Seeking; Higher Education; *Learning Strategies; Memorization; *Self Esteem

Previous research has shown that seeking help is an important and ubiquitous behavior in higher education. However, relatively little is known about the person and situation determinants of academic help-seeking. This study was designed to differentiate types of help-seeking and examine sources of help and goals. Students (N=386) in biology, English literature, and social sciences courses at four types of institutions of higher education provided data. Data were collected at the beginning and end of the academic term. Students who used more help-seeking and other strategies also sought help more when required. Students who engaged in rehearsal (rote processes of repetition, recopying, and memorization) were more likely to seek help from fellow students than from instructors or study skills personnel. Conversely, students who engaged in the more complex strategies of critical and original thinking were more likely to utilize formal rather than informal sources. In general, the role of threat to self-esteem was more highly related to resource management and lower complexity cognitive strategies (rehearsal) than to more complex strategies (critical and original thinking). (ABL)

ED 301 836 CG 021 324

Harnish, Richard J.; Stangor, Charles G.
Schema-Triggered Affect and Situational Concerns.
PUB DATE- 14 Aug 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; College Students; Dating (Social); Females; Higher Education; *Interpersonal Attraction; *Mate Selection
IDENTIFIERS- *Self Monitoring

Fiske and her colleagues have argued that impression formation begins with the perceiver's attempt to match a new target person's personal attributes to those that characterize a familiar social category in memory. Results of a study testing this model found general support for it, but results for subjects who saw partial matches (the target was neither a good nor poor representation of a particular category) were less clear cut. This affect produced in the partial match conditions may be a result of concerns regarding the interaction itself, and thus it could be expected that high self-monitors would experience more negative affect in the partial match conditions because the partial match does not provide the high self-monitor enough information to guide his behavior. This study was designed to replicate the "schema-triggered affect" and to test this hypothesis on the effects of self-monitoring in the partial match conditions in terms of subject's concerns over the nature of the impending interpersonal interaction. High and low self-monitoring female subjects (N=8) were shown profiles of male targets whom they expected to date. Results indicated that high self-monitors evidenced less positive affect in the conditions where the personality characteristics and the appearance characteristics were in conflict. (ABL)

ED 301 837 CG 021 325

Sprinthall, Norman A.
Identity as Counseling Psychologists and Contexts for Training: The Choice at Hand.
PUB DATE- Aug 88
NOTE- 35p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Theories; *Counselors; *Counselor Training; Prevention; *Trend Analysis
IDENTIFIERS- *Counseling Psychology; Identity Formation

This document presents an analysis of the identity of counseling psychology derived from the Greyston Conference in 1964 compared to current identity questions which were the focus of the Georgia Conference in 1987. The paper outlines what appears to be a major shift from counseling psychology based in schools, colleges, and career education centers to a focus on psychotherapy. The difficulties with this thrust are detailed as well as a rationale for counseling psychology to emphasize preventive and developmental theory and practice. It is suggested that counseling psychologists can continue to seek accommodation with clinical psychology and move into the practitioner and provider of health services model under the ageis of medicine, or they may go back to the roots of counseling psychology and add to the growing body of theory and practice evident in the past 20 years. The document concludes that it is time for counseling psychologists to deal with causes and not symptoms, to redirect efforts toward a distinctive identity as counseling psychologists, and to leave therapy to practitioners. (ABL)

Carrasquillo, Angela; Nunez, Dulcinea
Computer-Assisted Metacognitive Strategies and the Reading Comprehension Skills of ESL Elementary School Students.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; English (Second Language); Grade 4; Instructional Materials; Intermediate Grades; *Metacognition; *Reading Comprehension; *Reading Skills; Second Language Instruction; Sequential Learning
IDENTIFIERS- Computer Mediated Communication; Puerto Rico

With the advent of the computer as an instructional tool many curriculum specialists have been designing software for reading instruction. However, most of the software designed to help develop reading comprehension skills does not consider the inclusion of monitoring comprehension strategies, therefore limiting the instructional potential of the new technology as well as the availability of alternate teaching mediums and materials for English as a Second Language (ESL) reading instruction. To investigate the effectiveness of two computer-assisted metacognitive strategies on the development of sequential reading skills of ESL fourth grade students, 68 randomly selected Spanish-speaking students from a public school in a low socioeconomic setting in Puerto Rico were classified in combined language proficiency and reading ability levels and were randomly assigned to one of two treatments. Both treatment conditions used computer-mediated texts as the instructional materials. The Tutorial-Direct Monitoring Strategy (TDMS) consisted of A. S. Palincsar and A. L. Brown's three-step monitoring technique, skill modeling reading texts, and comprehension exercises, whereas the Schema-Direct Monitoring Strategy (SDMS) used reading texts, comprehension exercises, and a monitoring strategy in flowchart form. The results of the study demonstrated significant differences in favor of the TDMS. Findings appear to confirm the literature that suggests that training in metacognitive strategies can enhance reading comprehension performance as well as reading comprehension skills. (Two tables of data are included, and 23 references are appended.) (MS)

ED 301 839 CS 009 414

Ediger, Marlow
Reading in the Language Arts.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Individualized Instruction; *Individualized Reading; *Language Arts; Reading Achievement; Reading Centers; *Reading Instruction; *Reading Readiness; Reading Tests

Teachers, principals, and supervisors must become thoroughly familiar with innovations in the teaching of reading, and these new approaches should be evaluated thoroughly before being introduced in an elementary school. A quality reading readiness program might include the use of experience charts in which students propose experiences from a variety of sources to be transcribed in easy-to-read letters onto a chart to be used in discussion. Learning centers and individualized instruction should also be considered. Basal readers are widely used, but care must be taken to use basals creatively and on an individual level. Linguistic approaches and the use of specific objectives are advocated by some teachers and administrators as well. It is important to determine carefully students' reading level and to evaluate their reading progress so that individual differences among learners can be accommodated. (RS)

ED 301 840 CS 009 415

Mangrum, Charles T., II
Learning to Study: Study Skills/Study Strategies. Book H.
REPORT NO.- ISBN-0-89061-289-7
PUB DATE- 83
NOTE- 96p.
AVAILABLE FROM- Order Department, Jamestown Publishers, P.O. Box 9168, Providence, RI 02940 (No. 256, $5.80).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)
DESCRIPTORS- Grade 8; Junior High Schools; *Learning Strategies; Library Skills; Memorization; Reading Skills; Research Skills; Skill Development; Study Guides; *Study Skills; Test Wiseness
IDENTIFIERS- *SQ3R Study Formula

This workbook is one of a series that provides students with examples of location skills, organizational skills, interpretation skills, retention skills, test-taking skills, rate skills, and study strategies. Location skills include locating general reference sources and reviewing the card catalog system and the Dewey decimal system. Organizational skills include outlining, summarizing, and researching and writing a term paper. Interpretation skills include decoding a variety of graphics, recognizing propaganda, and interpreting the newspaper. Retention skills include concentration and memorization. Test-taking skills include studying for and taking cloze, multiple choice, and essay tests. Rate skills include being a flexible reader, skimming, and scanning. Study strategies are based on the SQ3R strategy (Survey, Question, Read, Recite, Review). (RS)

ED 301 841   CS 009 416

Spargo, Edward
Timed Readings: Fifty 400-Word Passages with Questions for Building Reading Speed. Book Six. Third Edition.
REPORT NO.- ISBN-0-89061-508-X
PUB DATE- 89
NOTE- 120p.
AVAILABLE FROM- Order Department, Jamestown Publishers, P.O. Box 9168, Providence, RI 02940 (No. 906, $5.25).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 9; Junior High Schools; *Reading Comprehension; Reading Improvement; *Reading Rate; *Speed Reading
IDENTIFIERS- *Reading Fluency

This book contains 50 timed reading selections designed to increase reading speed and comprehension for readers at the ninth grade level. Other books in the series cover grades 4-13. A brief introduction outlines steps students should follow to increase their speed and comprehension. After each selection the book offers 10 questions designed to measure comprehension. An answer key and charts to record progress in reading speed and comprehension are provided at the end of the book. (RS)

ED 301 842 CS 009 421

Kolker, Brenda; Terwilliger, Paul N.

The Effect of Level of Imagery and Length of Passage on Reading Comprehension.

PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Area Reading; Grade 5; *Imagery; Intermediate Grades; *Reading Comprehension; Reading Research

In order to investigate differences between the comprehension of high or low imagery passages of long or short length, a study analyzed the reading comprehension of fifth grade pupils (all reading at grade level). Thirty subjects read 16 passages each: four high imagery/short; four high imagery/long; four low imagery/short; and four low imagery/long. Imagery of a passage was determined by matching the imagery level of words in each passage with two predetermined word lists with imagery ratings. Comprehension questions consisted of three factual and three inferential questions written and field tested for each passage. Pupils, tested individually, read each passage silently. A verbatim record of oral answers to questions was recorded for later scoring. Results showed that total comprehension of high imagery passages was significantly greater than low imagery passages regardless of length. Factual questions were generally answered significantly better than inferential questions. The study suggests that imagery as a mediator appears to be one of the determinants of comprehension. (Four tables of data are included; 24 references are attached.) (SR)

ED 301 843 CS 009 422

Bennett, Gary D.
Summer Remedial Programming in Residential Care to Sharpen Reading and Math Skills.

PUB DATE- 88
NOTE- 105p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Delinquent Rehabilitation; Educationally Disadvantaged; Educational Needs; Elementary Education; *Mathematics Skills; *Reading Skills; *Remedial Mathematics; *Remedial Programs; *Remedial Reading; Residential Care; Student Development; Summer Programs; Summer Schools; Tutoring

A study reports on a six-week remedial program designed to help youth at residential care group homes maintain their skill levels in reading and math during summer vacation. Twenty-nine children, all of whom were considered educationally at risk, were selected from seven residential care homes for the project. Most of the children's Wide Range Achievement Test-Revised (WRAT-R) scores revealed significantly deficient achievement levels in reading and math skills. Educators (teachers, special education coordinators, school counselors, principals, and superintendents) from the three school districts in which the homes were located were surveyed about the need for such a remedial summer program. All responding educators indicated a need for the program. The program incorporated techniques of individualized instruction and cooperative learning teams, and remedial reading and math instruction were combined with an "earning while learning" monetary reinforcement system. Pretests and posttests of math and reading achievement, using the reading and math sections of the Quick-Score Achievement Test, were administered on the first and last day of the class. Posttests indicated that both math and reading achievement levels were maintained throughout the six-week period. (Thirteen tables of data are included, and 15 appendixes and 26 references are attached.) (MM)

ED 301 844 CS 009 425

Dobler, Judith M.
Facts, Figures, and Fictions: A Heuristic for Reading and Teaching Figuration.
PUB DATE- 89
NOTE- 27p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Figurative Language; *Heuristics; Higher Education; Linguistics; Reader Response; Rhetorical Criticism; *Semantics; *Syntax; Writing Instruction; Writing Processes
IDENTIFIERS- *Aesthetic Reading; New Criticism

The paper presents and demonstrates a heuristic for helping students learn how to read and understand figuration in literature. The heuristic contains elements from linguistics, New Criticism, and rhetorical analysis in a recursive process which enables students to see how features of words combine into figurative patterns. Beginning at the level of the word and using John Milton's "Lycidas" as an example, the paper shows how syntactic and semantic features of two words interact to produce new meanings which then interact to create larger figures through repeated patterns. The paper points out that the heuristic also emphasizes the importance of context in determining the meanings of figures and fictions. Three figures are included. (Author/MS)

ED 301 845 CS 009 426

Turetzky, Lois E.

The Development and Implementation of a Comprehensive Reading Plan and Program To Improve Standardized Reading Scores in the Third Grade.

PUB DATE- Aug 88

NOTE- 527p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF02/PC22 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Disadvantaged Schools; Grade 3; Primary Education; Public Schools; Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Programs; Reading Skills; Standardized Tests; Teacher Role

IDENTIFIERS- New York (Bronx)

Designed to improve standardized reading scores, a structured reading program was implemented for third grade students at Community Elementary School 73 in the Bronx, New York City. From 1982 to 1987, this school ranked near the bottom of all New York City elementary schools in reading achievement, a ranking based primarily on results of reading and mathematics tests (New York State Pupil Evaluation Program Tests) given in grade three. In order to improve reading scores on this test, a monthly reading plan for third grade teachers was developed. In addition to the Ginn basal reading series, the plan included: specific vocabulary, phonic elements, reading skills, cloze strategies, writing strategies, and suggested books for reading aloud to students. A series of workshops were conducted which improved reading pedagogy. This highly structured reading plan and program helped improve the reading scores of third grade students at this school from 17.2% reading at or above grade level in the spring of 1987 to 41.3% in the spring of 1988. (Fifteen tables of data and four figures are included; 39 references are attached. The greater portion of the document consists of 22 appendixes, including planning and management materials, instructional materials, and workshop materials.) (Author/SR)

Dunkeld, Colin; Dunbar, Zola

The Early Detection of Reading Difficulty. The Use of Marie Clay's "Diagnostic Survey and Recovery Procedures" with First-Grade Children.

PUB DATE- May 83
NOTE- 43p.; Paper presented at the Annual Meeting of the International Reading Association (28th, Anaheim, CA, May 2-6, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; Classroom Research; Grade 1; Primary Education; *Reading Diagnosis; *Reading Difficulties; Reading Improvement; *Reading Instruction; Reading Research; Reading Skills; Reading Strategies; School Surveys
IDENTIFIERS- Clay (Marie)

A study used Marie Clay's complete diagnostic survey (diagnostic survey and recovery procedures from "Early Detection of Reading Difficulty") in two first-grade classrooms in order to ascertain class profiles for January and April of 1983, the reactions of teachers, instructional changes, and changes in the children's reading behaviors over that period of time. Fifty-two suburban first-graders were given the survey, consisting of six parts: (1) three word lists; (2) a running reading record; (3) a letter identification test; (4) "The Concepts about Print Test"; (5) a writing sample; and (6) a dictation test. Results yielded an extensive array of data showing in detail what knowledge, concepts, and strategies children possessed and were using in a number of categories of reading and writing behaviors. Instructional inferences can be made from these data for individual children, but a particular uniform skill hierarchy or sequence of behaviors for all children is not implied. Children's progress seemed to be closely related to reading strategy acquisition. Recommendations included the use of the survey not only for the early detection of reading difficulties, but also for developing teachers' observational skills and concepts of the reading process. (Six tables of data are included.) (SR)

ED 301 847 CS 009 429

Poulos, Nita; McHaney, Jane

The Relationship between Prior Experience with Print and Reading Readiness.

PUB DATE- Nov 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 8-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Kindergarten; Parent Participation; *Prereading Experience; Primary Education; Questionnaires; *Reading Readiness; Reading Research
IDENTIFIERS- *Print Awareness

To investigate the relationship between a kindergartner's prior experience with print and the child's scores on Marie Clay's Concepts About Print Test, a study examined 23 kindergarten students from an upper middle class neighborhood. A 27-item questionnaire was given to parents at the beginning of the school year, asking what their children knew about letters and words, how their children used these words in their play, how the parents supported their children's interest in reading, and what kind of words they were learning. The Stone: Concepts About Print Test (a 24-item instrument developed to assess a child's knowledge of print conventions such as correct book orientation, directionality of print, visual word boundaries, etc.) was administered individually

during the first 3 weeks of school. Results indicated that print awareness can be predicted by measures of prior experience with print in the home. (Three tables of data are included, and the parent questionnaire and the scoring standards for the Clay Concepts About Print Test are appended.) (MM)

ED 301 848 CS 009 430

Eavenson, Ruth

A Comparison of the Mental Processes of Advanced and Remedial High
School Readers while Reading a Short Story.

PUB DATE- Nov 88

NOTE- 41p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Cognitive Processes; High Schools; High School Students; Protocol Analysis; *Reading Attitudes; *Reading Comprehension; Reading Difficulties; *Reading Processes; Reading Research; Remedial Reading; Short Stories

A study investigated the differences between what advanced and remedial high school readers do while reading a short story. Subjects were three seniors nominated by their literature teachers as being expert high school readers of literature, and three junior level students who were all reading about two grade levels below the junior level according to recent achievement test scores. Subjects were instructed to read the story, doing their best to read it as completely as possible, and saying out loud everything they did in coming to an understanding of the story. The remedial students were given a practice short story in order to become comfortable with speaking their thoughts out loud. A follow-up interview asked the students to tell what the story was about. Results indicated that the advanced readers seemed to understand that reading the story for understanding required building a mental representation of the story that made sense, and that the target operations above were used in the process of building that representation. It is possible that the advanced readers considered themselves knowledgeable enough about literature to make judgments about the worth of a work as literature and that the poor readers did not. (Two tables of data, 15 references, and 3 appendixes of

text and data are attached.) (RAE)

Templeton, Josey; Jones, Robbie

A Study of the Relationship between Physical Skills and Achievement in Listening Comprehension, Mathematics, and Reading.

PUB DATE- Nov 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Grade 5; Intermediate Grades; *Listening Comprehension; *Mathematics Achievement; *Physical Activities; Physical Fitness; *Reading Achievement

To determine if a relationship existed between physical skills and achievement in reading, mathematics, and listening comprehension of fifth-grade students, a study evaluated 334 fifth-graders in Starkville, Mississippi, on 20 physical fitness, motor fitness, and sports skills, as well as the Stanford Achievement Tests. The physical skills test battery included four measures of physical fitness (flexibility, muscular endurance, and muscular strength); eight measures of motor fitness (speed, agility, power, and dynamic and static balance); and eight items to assess the sports skills of baseball, basketball, soccer, badminton, and golf. The academic scores used were the total scores in reading, mathematics, and listening comprehension. Analysis revealed three physical measures--golf putting, left hand grip strength, and football kicking--which were common predictors for each of the three areas of academic achievement. The railwalk was a common predictor in the negative direction for each of the three areas. Findings support the view that results of relationship studies between academic ability and physical skills are conflicting. (Three tables of data are included.) (MM)

ED 301 850 CS 009 432

Policastro, Margaret
A Training Manual for Adult Reading and Writing Tutors.
Roosevelt Univ., Chicago, Ill. Coll. of Education.
PUB DATE- 89
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Literacy; Literacy Education; Reading Assignments; *Reading Instruction; *Tutoring; Tutors; *Writing Instruction
IDENTIFIERS- Writing Assignments

The purpose of this instructional guide used at Roosevelt University is to provide training information about reading, literacy, writing, and adult reading instruction for tutors and tutor supervisors. After a review of the literature, the instructional guide is developed in a step-by-step workbook format that allows the future tutor to work at an individual pace. Each of the 12 exercises presented provides opportunities for practice, writing, and discussing the content presented. (Three figures and 18 references are included.) (MS)

Rayner, Keith; Pollatsek, Alexander
The Psychology of Reading.
REPORT NO.- ISBN-0-13-733007-3
PUB DATE- 89
NOTE- 529p.
AVAILABLE FROM- Prentice Hall, Mail Order Sales, 200 Old Tappan Rd., Old Tappan, NJ 07675 ($40.00 plus shipping and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Beginning Reading; *Cognitive Psychology; Eye Movements; Higher Education; Inner Speech (Subvocal); Literature Reviews; Models; Reading Comprehension; Reading Difficulties; *Reading Processes; *Reading Research; Remedial Reading; Sentences; Speed Reading; Syntax
IDENTIFIERS- Proofreading

Intended for advanced undergraduates and beginning graduate students, this book summarizes and puts into a coherent framework the research on reading processes conducted by cognitive psychologists since the early 1970s. The book focuses on the process of reading: how information is extracted from the printed page and comprehended. Part 1 provides background information on reading, writing, and word perception. Part 2 discusses eye movements and inner speech occurring during reading, part 3 deals with understanding text through words, sentences, and discourse structures. Part 4 discusses beginning reading and reading disabilities, while part 5 covers speedreading, proofreading, and individual differences in the context of developing a model of reading. (Thirty-four pages of references are attached.) (RS)

ED 301 852 CS 009 435

Jansen, Mogens

A Little about Language, Words and Concepts--or What May Happen When Children Learn To Read.

Danish National Association of Reading Teachers, Holte, Denmark.
PUB DATE- 87
NOTE- 48p.; English version in cooperation with Lotte Rosbak Juhl.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Translations (170)
DESCRIPTORS- Childrens Literature; Cultural Context; Elementary Secondary Education; Foreign Countries; *Intercultural Communication; *Reading; *Reading Comprehension; *Reading Habits; Translation
IDENTIFIERS- Denmark

A compilation of lectures and presentations from Nordic and international conferences, symposia, and seminars, as well as informal contributions to debates, this booklet was published originally as a 1987 greeting by the Danish National Association of Reading Teachers. Topics covered in an often humorous presentation include reading, reading comprehension, comparative reading, reading research, translation and its difficulties, and the special problems (such as scepticism), Danish children cause by reading as much as they do, and becoming therefore, increasingly knowledgeable and independent! Two appendixes list literature mentioned in the booklet, and literature about Danish schools and reading instruction. (SR)

ED 301 853 CS 009 436

Pinnell, Gay Su
Hollistic Ways To Help Children at Risk of Failure.

PUB DATE- 88
NOTE- 5p.
AVAILABLE FROM- Teachers Networking, Richard C. Owen Publishers, Inc., P.O. Box 819 Rockefeller Center Station, New York, NY 10185.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Elementary Education; *High Risk Students; Reader Text Relationship; *Reading Difficulties; *Reading Improvement; Reading Materials; Reading Processes; *Reading Programs; Reading Writing Relationship; *Remedial Reading
IDENTIFIERS- Holistic Education; Ohio; *Reading Recovery Projects

Can teachers see where the reading process is going wrong in the first years of school? Marie M. Clay designed procedures called Reading Recovery to help young children at risk of failure in reading. In the first year of an Ohio pilot study over two-thirds of the children reached average levels in reading and were successfully released from the program. Children from the first 2 years of the study have been followed, and the evidence indicates that they have continued to make good progress in reading, maintaining their gains 2 years after participation in the program. Last year, the third year of the program, over 80% of Reading Recovery children were successfully released. The goal of the program is to help children develop an independent, self-generating system for reading, the kind that good readers have, so that they can keep on learning to read better as they gain experience. The program is based on the principle that children learn to read by reading and the focus of reading is always on meaning. The child participates daily in a one-to-one intensive lesson guided by a teacher who is specially trained to help children develop strategies while they are engaged in meaningful reading and writing tasks. Learning from the success of Reading Recovery, it is possible to draw some general principles for working with young children: invest in the professional development of teachers; provide oral language support for literacy learning; provide high quality reading materials; create massive opportunities for children to read and write; and increase the teachers' observational power. (Seventeen references are attached.) (RAE)

ED 301 854 CS 009 437

Blachowicz, Camille L. Z.; Fisher, Peter J. L.

Defining Is an Unnatural Act: A Study of Written Definitions.

PUB DATE- Nov 88
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; Grade 4; Intermediate Grades; Learning Theories; Reading Research; *Schemata (Cognition); Vocabulary; Written Language

A study examined fourth grade students' written definitions to determine if definitions or aspects of definitions were schematized by the students. Subjects, 89 students from several Midwestern suburban school districts and 15 inservice and preservice teachers enrolled at a nearby college, were asked to write definitions of 16 words, four each of nouns, verbs, adjectives, and adverbs. The definitions were classified into seven categories: category, synonym/antonym, explanation, descriptional or functional explanation, instance, use in a sentence, and repetition or association. Results indicated that adults wrote more definitions that were classified as categorical than did the fourth graders. Results also indicated that significant variation existed in the categories of definitions for the different parts of speech. For example, categorical definitions were most common for nouns but almost nonexistent for verbs. Adults showed similar definitional patterns. These results confirm that it is not productive to attempt to conceptualize a single definition frame or schema for all parts of speech but rather to assume multiple definitional schemata. (Five figures of data are included, and 176 references are attached.) (RS)

ED 301 855 CS 009 438

Denner, Peter R.; And Others
Effects of Providing Story Impressions as a Prereading/Writing Activity on the Story Comprehension and Oral Reading Miscues of Second-Grade Readers. Final Report.
Idaho State Univ., Pocatello.
PUB DATE- 23 Dec 88
NOTE- 36p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Context Clues; Grade 2; *Miscue Analysis; Oral Reading; Primary Education; *Reading Comprehension; Reading Processes; Reading Research; Reading Strategies; *Reading Writing Relationship
IDENTIFIERS- *Prereading Activities; *Story Impressions

A study examined the effect of the prereading activity called story impressions on reading comprehension and oral reading miscues of students. Story impressions give clues concerning characters and events in an as yet unread story and ask the students to write a story to make the story fragment comprehensible. Subjects, 60 second grade students attending elementary school in southeastern Idaho, were randomly assigned to the control and experimental groups. Subjects in the experimental group were presented with the story impressions and wrote a story which incorporated the clues given into a coherent framework. Results indicated that subjects exposed to the story impressions, whether above or below average readers, scored significantly higher on postreading comprehension tests. Results indicated that the enhanced comprehension scores were not related to the degree of success subjects had in approximating the actual characters and events in the story. Results also indicated that story impressions had no influence on oral reading miscues. (Five tables of data and two figures are included, and 30 references are attached.) (RS)

ED 301 856 CS 009 439

Rush, R. Timothy; Milburn, James L.
The Effects of Reciprocal Teaching of Self-Regulation of Reading Comprehension in a Postsecondary Technical School Program.
PUB DATE- 30 Nov 88
NOTE- 12p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Learning Strategies; *Metacognition; Postsecondary Education; *Reading Comprehension; Reading Research; *Teaching Methods; Vocational Schools
IDENTIFIERS- *Reciprocal Teaching

In order to determine the effectiveness of a reciprocal teaching procedure, a study examined the effects of instruction in metacognitive techniques on the reading comprehension of technical students. Subjects were 150 male students in a post-secondary occupational training program in diesel mechanics. A 4-part metacognitive process was taught and practiced in six sessions over a 2-week period through reciprocal teaching with one experimental group (requiring students to assume the role of teacher in a round-robin activity), and through conventional teacher-centered whole class instruction with another. Control groups either read or engaged in non-reading activities during the experiment. Pre- and posttests were administered immediately and after 5 weeks, along with other posttest comprehension measures. Results obtained immediately after intervention supported the effectiveness of the 4-part comprehension strategy, but favored neither instructional method. After 5 weeks, no differences in reading comprehension were shown among all four groups on follow-up measures devised by the experimenters, while the posttest showed significant differences favoring the experimental group which received conventional instruction. (One table of data is included.) (SR)

ED 301 857 CS 009 440

Dwyer, Edward J.; Summy, Mary K.
The Relationship between Attitudes toward Censorship and Selected
Academic Variables.
PUB DATE- 89
NOTE- 10p.; Theme of journal issue is "Cultural Literacy and English
Language Arts."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Censorship; Cloze Procedure; Educational Research;
Higher Education; *Student Attitudes; Vocabulary

To examine characteristics of subjects relative to their attitudes toward censorship, a study surveyed 98 college students selected from students in a public university in the southeastern United States. A 24-item Likert-style censorship scale was used to measure attitudes toward censorship. Strong agreement with affirmative items would suggest that a respondent was pro-censorship; the reverse was true for the negatively directed items. After completing the censorship scale, subjects were tested on the vocabulary subtest of the Nelson-Denny Reading Test, a 100-item multiple-choice test designed to yield a raw score indicating vocabulary knowledge. Following the vocabulary measure, subjects were tested with two separately administered cloze tests. The first cloze test was constructed from a newspaper article strongly opposing censorship, while the second cloze test used an article strongly favoring censorship. Findings suggested that individuals with weaker vocabularies tended to have more favorable attitudes toward censorship than their counterparts with stronger vocabularies. Yet, comprehension as measured by the cloze tests suggested that attitude toward censorship had no effect on performance. (Two tables of data are included, and a list of the censorship scale items and 11 references are appended.) (MM)

Dollerup, Cay; And Others
Edited Responses to the Danish Narrative "Per Smed's Whip" from Readers in Denmark, Great Britain, India, and Nigeria in the Folktale Project. Folktale: A Cross-Cultural, Interdisciplinary Study of the Experience of Literature. Paper 8.
Copenhagen Univ. (Denmark). Dept. of English.
REPORT NO.- ISBN-87-89065-12-3
PUB DATE- Jan 89
NOTE- 36p.; Prepared by the Research Unit for Experimental Studies in Reader Response, University of Copenhagen. For related documents, see ED 295 138-144 and CS 009 442-445.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; *Folk Culture; Foreign Countries; Higher Education; Interdisciplinary Approach; Literature Appreciation; *Reader Response; *Reader Text Relationship; *Reading Attitudes; Reading Research; Secondary Education; Short Stories; Translation
IDENTIFIERS- Denmark; *Folktales; Great Britain; Greenland; India; Nigeria

This paper, number eight in an ongoing series, is part of an interdisciplinary project on the context of reading and reading research that explores similarities and dissimilarities in the response to literature in readers from different cultures. Presented are the written responses from 129 readers in Denmark, Greenland, Great Britain, India, and Nigeria to the Danish narrative, "Per Smed's Whip," one of the three tales used in the Folktale Project. The responses are listed as heavily edited statements, summarized and edited from readers' essays which were written (after reading the narrative) in response to six questions regarding attitudes toward the story, feelings about the story's content, and readers' understanding of the story's meaning. Section 1 presents background information; section 2 describes the essay collection procedure and the readers. Section 3 lists the readers' responses, and section 4 contains concluding remarks. In combination with the information obtained from the introspection studies described in Paper 7, the statements listed in this paper will serve for the generation of a questionnaire on the readers' experience of "Per Smed's Whip" to be used in the final data-collection round in the Folktale Project. Three appendixes (containing the instructions to the readers, the essay questions, and the form used to report on the essay collection process) and a listing of publications by the Folktale Project are attached. (SR)

ED 301 859 CS 009 442

Bennett, Helen; And Others
Edited Reader Responses to the Greenlandic Narrative "The Barking Ones" from Readers in Denmark, Greenland, Great Britain, India, and Nigeria in the Folktale Project. Folktale: A Cross-Cultural, Interdisciplinary Study of the Experience of Literature. Paper 9.
Copenhagen Univ. (Denmark). Dept. of English.
REPORT NO.- ISBN-87-89065-13-1
PUB DATE- Aug 88
NOTE- 31p.; Prepared by the Research Unit for Experimental Studies in Reader Response, University of Copenhagen. For related documents, see ED 295 138-144 and CS 009 441-445.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; *Folk Culture; Foreign Countries; Higher Education; Interdisciplinary Approach; Literature Appreciation; *Reader Response; *Reader Text Relationship; *Reading Attitudes; Reading Research; Secondary Education; Short Stories; Translation
IDENTIFIERS- Denmark; *Folktales; Great Britain; Greenland; India; Nigeria

This paper, number nine in an ongoing series, is part of an interdisciplinary project on the context of reading and reading research that explores similarities and dissimilarities in the response to literature in readers from different cultures.

Presented are the written responses from 137 readers in Denmark, Greenland, Great Britain, India, and Nigeria to the Greenlandic narrative, "The Barking Ones," one of the three tales used in the Folktale Project. The responses are listed as heavily edited statements, summarized and edited from readers' essays which were written (after reading the narrative) in response to six questions regarding attitudes toward the story, feelings about the story's content, and readers' understanding of the story's meaning. Section 1 presents background information; section 2 describes the essay collection procedure and the readers. Section 3 lists the readers' responses, and section 4 contains concluding remarks. In combination with the information obtained from the introspection studies described in Paper 7, the statements listed in this paper will serve for the generation of a questionnaire on the readers' experience of "The Barking Ones," to be used in the final data-collection round in the Folktale Project. Three appendixes containing the instructions to the readers, the essay questions, and the form used to report on the essay collection process are attached. (SR)

ED 301 860 CS 009 443

Dollerup, Cay; And Others
Edited Reader Responses to the Turkish Narrative "The Golden Apple" from Readers in Denmark, Greenland, Great Britain, India, and Nigeria in the Folktale Project. Folktale: A Cross-Cultural, Interdisciplinary Study of the Experience of Literature. Paper 10.
Copenhagen Univ. (Denmark). Dept. of English.

REPORT NO.- ISBN-87-89065-12-3
PUB DATE- Feb 89
NOTE- 37p.; Prepared by the Research Unit for Experimental Studies in Reader Response, University of Copenhagen. For related documents, see ED 295 138-144 and CS 009 441-445.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; *Folk Culture; Foreign Countries; Higher Education; Interdisciplinary Approach; Literature Appreciation; *Reader Response; *Reader Text Relationship; *Reading Attitudes; Reading Research; Secondary Education; Short Stories; Translation
IDENTIFIERS- Denmark; *Folktales; Great Britain; Greenland; India; Nigeria

This paper, number 10 in an ongoing series, is part of an interdisciplinary project on the context of reading and reading research that explores similarities and dissimilarities in the response to literature in readers from different cultures. Presented are the written responses from 140 readers in Denmark, Greenland, Great Britain, India, and Nigeria to the Turkish narrative, "The Golden Apple," one of the three tales used in the Folktale Project. The responses are listed as heavily edited statements, summarized and edited from readers' essays which were written (after reading the narrative) in response to six questions regarding attitudes toward the story, feelings about the story's content, and readers' understanding of the story's meaning. Section 1 presents background information; section 2 describes the essay collection procedure and the readers. Section 3 lists the readers' responses, and section 4 contains concluding remarks. In combination with the information obtained from the introspection studies described in Paper 7, the statements listed in this paper will serve for the generation of a questionnaire on the readers' experience of "The Golden Apple," to be used in the final data-collection round in the Folktale Project. Three appendixes (containing the instructions to the readers, the essay questions, and the form used to report on the essay collection) and a listing of publications by the Folktale Project are attached. (SR)

ED 301 861 CS 009 444

Dollerup, Cay; And Others
The Ontological Status, the Formative Elements, the "Filters" and Existences of Folktales.
PUB DATE- 84
NOTE- 28p.; For related documents, see ED 295 139-144 and CS 009 441-445.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Editing; Editors; *Folk Culture; Foreign Countries; Literature Appreciation; Narration; *Reader Response; *Reader Text Relationship; Short Stories; Story Telling
IDENTIFIERS- Denmark; *Editor Role; *Folktales; West Germany

This article argues that discussions of folktales would be more meaningful if their brief existence as "ideal tales" in a narrative contract could be accepted. The article focuses on the concept of a folktale as an object of experience and of study, by a sustained discussion and charting of the tortuous ways by which so-called folktales wind their way from their original narration to a modern reader. The article suggests that they do so by passing through "filters," i.e., changes in terms of space, time, and media, and that one of the most important "filters" may be termed "orientations," i.e. deliberate, albeit perhaps not conscious or explicit, changes wrought because of a sender's relationship to an audience (e.g. a narrator's interplay with the listeners, or an editor's attitude towards the folktale concept). The article maintains that a folktale, having passed a filter, exists in a new dimension, i.e. print. It is no longer the same as before, and the concept of "sameness" is meaningless; yet there is an indisputable relationship between tales in different dimensions, as long as they derive from the same narration. The article, in 4 sections, deals with: (1) the fluid state of the folktale; (2) the ontological status of the "ideal tale"; (3) formative elements in the creation of an "ideal tale," including filters and orientations in the recording, in the transition from ideal tale to recording, in the editing of recordings, in scholars and editors, towards the narrator, towards the tale, towards the audience, and in translation; and (4) a conclusion. (SR)

ED 301 862 CS 009 445

Dollerup, Cay; And Others
A Case Study of Editorial Filters in Folktales: A Discussion of the "Allerleirauh" Tales in Grimm.
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080) Collected Works - Serials (022)
DESCRIPTORS- Audience Awareness; Editing; Editors; *Folk Culture; Foreign Countries; Higher Education; Literature Appreciation; Narration; *Reader Response; *Reader Text Relationship; Short Stories; *Story Telling
IDENTIFIERS- Denmark; *Editor Role; *Folktales; West Germany

This article discusses editorial "filters" in folktales, specifically the changes ("orientations") which editors deliberately impose on a tale because they want to reach a specific audience. A case in point is the tale called "Allerleirauh," in the Grimm collection, which not only is highly illustrative of editorial filters, but also contributes to a better understanding of the brothers Grimm and their methods of collecting tales. Focusing on three tales by that name (from 1810, 1812, and 1857), the article discusses: (1) the genesis of each, with a summary; (2) changes at the linguistic level; (3) content differences, including differences in presentation and in theme; (4) formative elements in the tales and filters in the recording; (5) changes in the norm systems revealed in the tales; (6) editorial filters and orientations; and (7) conclusions. (SR)

ED 301 863 CS 009 446

Siegel, Marjorie; And Others
A Critical Review of Reading in Mathematics Instruction: The Need for a New Synthesis.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 17p.
GRANT- MDR-8850548
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Content Area Reading; Elementary Secondary Education; Literature Reviews; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Models; *Reading Skills; Reading Strategies
IDENTIFIERS- *Reading Mathematics Relationship

This paper reviews the literature on reading and mathematics and calls for a new synthesis which views reading as a mode of learning. This synthesis focuses not on the acquisition of techniques but on the process of doing mathematics and the more humanistic aspects of the discipline. Four alternative frameworks for the problem of "reading mathematics" are identified: (1) extracting information from technically oriented mathematics texts; (2) reading to learn so as to achieve the goal of a technically oriented mathematics curriculum; (3) introducing rich mathematical texts to provide students with information on important aspects of mathematics typically excluded from the mathematics curriculum; and (4) shaping a new synthesis in which reading to learn mathematics so as to understand mathematics becomes a "way of knowing." The literature for each of the frameworks is reviewed; most of the existing literature belongs to the first framework. (A figure provides a theoretical grid of the four frameworks; 46 references are attached.) (RS)

ED 301 864 CS 009 447

Ehlinger, Jeanne
The Relative Merits of Characteristics of Teacher Verbal Modeling in Influencing Comprehension and Comprehension Monitoring of Eighth Grade Readers.
PUB DATE- Nov 88
NOTE- 43p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Grade 8; Junior High Schools; *Modeling (Psychology); Protocol Analysis; *Reading Comprehension; Reading Processes; Reading Research; *Reading Strategies; Teaching Methods
IDENTIFIERS- Cognitive Research

A study examined the relative merits of characteristics of general modeling when applied to cognitive modeling of reading comprehension processes and whether the characteristics of modeling, when applied to cognitive modeling of reading processes, influence comprehension and comprehension monitoring. Subjects, 100 eighth grade students who could adequately read material at a seventh to eighth grade level, but who were unable to detect inconsistencies in passages, were selected and randomly assigned to one of the four treatment groups representing different modeling characteristics: (1) passive cognitive modeling; (2) active cognitive modeling; (3) fullrange cognitive modeling; and (4) control. Data consisted of students' verbal protocols, oral retellings, and responses to a comprehension assessment. Results revealed significant differences among groups for reading comprehension based on oral retellings, and significant differences among groups for use of reading comprehension monitoring strategies. There were no significant differences among groups for performance on comprehension questions. Results add credible support to the application of a Social Cognitive Theory of Learning and to its usefulness to reading education. (Seven tables of data are included; 26 references and 1 appendix detailing strategies are attached.) (RAE)

ED 301 865 CS 009 448

Balajthy, Ernest
From Metacognition to Whole Language: The Spectrum of Literacy in Elementary School Science.
PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Psychology; Elementary Education; Journal Writing; Literacy; *Metacognition; Reading Skills; Schemata (Cognition); Science Education; *Science Instruction; Vocabulary Development; Writing Skills
IDENTIFIERS- Graphic Organizers; *Whole Language Approach

This paper considers the integration of reading and writing into elementary science teaching by way of the implications of two leading theories pertaining to literacy: metacognitive theory and whole language theory. Discussion of the implications of metacognition includes attention to the issue of helping to overcome readers' nonscientific preconceptions by teacher modeling of text reading, use of graphic organizers for teaching text structure, and the use of semantic feature analysis for teaching science vocabulary concepts. Discussion of whole language centers on a suggestion to redesign research report units to capitalize on student interest and to develop expertise on focused topics, and on a suggestion to use problem-solving journals in the elementary science classroom. Attached to the paper are nine figures detailing particular learning activities, a competency assessment worksheet, and a 4-item annotated bibliography of literacy in the sciences. (Author/RS)

ED 301 866 CS 009 450

Slade, Kenneth

Parents as Active Members in the School's Reading Program.

PUB DATE- Aug 88
NOTE- 8p.; Paper presented at the Annual Rupertsland Regional Conference of the International Reading Association (3rd, Winnipeg, Manitoba, August 8-10, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; Elementary Education; Foreign Countries; *Oral Reading; Parent School Relationship; *Parent Student Relationship; *Reading Aloud to Others; Reading Instruction; Reading Programs; Reading Research
IDENTIFIERS- Parent Responsiveness

This paper presents an informal account of two studies concerned with the significant positive effect which students reading to a parent or other adult has on the students' reading performance. The paper describes the first study, conducted between 1975/76 and 1978/79 in London, in which over 2000 multiracial, working class children took books home and read aloud to an adult. Results indicated a significant gain in reading performance and sustained parental interest in the program. The paper also reports on a replication (with slight alteration) of the study involving 90 students in an elementary school in British Columbia. Results indicated that the experimental group recorded a greater gain in total reading achievement than the control group. The paper emphasizes that parental support for the program was also evident. (RS)

ED 301 867 CS 009 451

Milligan, Jerry L.
Understanding the Current Great Debate in Reading.
PUB DATE- Oct 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Washington Organization for Reading Development (Spokane, WA, October 28-29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Decoding (Reading); Educational Philosophy; Educational Theories; Elementary Education; Phonics; *Reading Instruction; *Reading Skills; Sight Vocabulary; Word Recognition
IDENTIFIERS- Educational Issues; *Whole Language Approach

The debate between the whole language approach and the word-centered skills approach to beginning reading instruction is likely to continue into the next decade, so it seems crucial that educators at all levels understand thoroughly the views held by the participants. Advocates of the whole language approach believe effective readers see meaning as they read and that reading skills are learned by reading. Whole language proponents use more global observation assessments and are concerned with giving background to readers. Advocates of the word-centered skills approach want to provide readers with the skills necessary to decode meaning from individual words. Thus they focus on developing sight vocabulary and phonics, break language into smaller units to aid readers in developing skills, assess progress by demonstrating proficiency for each skill, and control the readers' exposure to new vocabulary. (RS)

ED 301 868 CS 009 452

Vaughn, Sherry Curtis; Milligan, Jerry L.
If They Learn To Read by Reading, How Do We Get Them Started?
PUB DATE- 14 May 86
NOTE- 22p.; Paper presented at the Annual Transmountain Regional Conference of the International Reading Association (7th, Vancouver, British Columbia, May 29-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Elementary Education; Psycholinguistics; *Reading Instruction; *Reading Materials; *Reading Processes; *Reading Writing Relationship; Talking Books; Theory Practice Relationship
IDENTIFIERS- Print Awareness; Shared Book Experience; Whole Language Approach

Psycholinguistic theoretical information provides the framework for the argument that talking books, taped books, shared book experiences and composing activities that include real text prepared for a specific audience provide an environment conducive to beginning reading. Six assumptions underlie the learning to read process: (1) children learn to read by making attempts to understand whole text that is meaningful to them; (2) children learn to read by reading often; (3) the process of learning to read must be enjoyable; (4) children improve their reading proficiency by reading materials somewhat beyond their current capacity; (5) children, even nonreaders, can read most materials of interest to them provided they are given sufficient background; and (6) reading and writing are reciprocal processes. (Eighteen references are attached.) (Author/RS)

ED 301 869 CS 009 453

Fleming, Kevin K.; Inhoff, Albrecht W.

Attentional Capacity Allocation while Reading Easy and Difficult Text.

PUB DATE- 13 Aug 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attention; Cues; Reading Rate; Reading Research; Responses
IDENTIFIERS- Attention Theory; *Reading Behavior; *Text Factors; Text Processing (Reading)

To examine the difference in attention capacity when reading difficult or easy text, a study presented text that varied in difficulty to 22 subjects via a computer monitor. The text was presented in a self-paced manner, one word at a time. Reading times for each word were obtained by computing latencies between key presses. Whenever a flashing visual probe appeared on the screen, subjects pressed a second key. Latencies from probe onset to response were computed. Subjects read 12 passages, 6 difficult and 6 easy (rated by non-participating subjects). Passages were randomized and subjects were responsible for answering four comprehension questions following each passage. Interspersed within each passage were eight predesignated target words on which the probe was presented. Target words were matched for word frequency, length, and number of syllables across the easy and difficult passages. A second experiment used the same procedure except that the probe type varied. In half of the passages, the probe was presented visually as before, while in the other half the probe was presented auditorily (a 1000 Hz tone). Results revealed that response latencies to both auditory and visual probes were longer when the probes were presented in difficult text than when presented in easy text. The attentional capacity demands of difficult texts were shown to be greater than those of easy texts irrespective of the modality in which the probes were presented. (Two tables of data and one figure are appended.) (MM)

ED 301 870 CS 009 455

Wolf, Dennie Palmer
Becoming Literate: One Reader Reading.
PUB DATE- 88
NOTE- 5p.; For related document, see ED 298 456.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Critical Reading; Educational Philosophy; High Schools; *Literacy; *Literature Appreciation; Reader Response; Reading Processes; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Dubliners; Joyce (James); Response to Literature

This article presents an account of how one teacher and one student work through James Joyce's short story, "Eveline," illustrating an important reconceptualization of literacy--the teacher struggles to make public those aspects of reading which are often only assumed or left covert, namely, entering the world of the text, groping for meaning, questioning, re-reading. Although he teaches students whose reading ability is low, he refuses to allow the unevenness of their "basic" skills to disbar them from higher order thinking skills. In essence, he recognizes that if he uses vocabulary or reading comprehension to decide who can read literature, he runs the risk of perpetuating educational inequalities. Finally, even though his students did not grow up on "the" myths or fairy tales, he teaches them with a kind of expectancy. He knows that he can tell them much about Dublin, Catholicism, and Joyce, but he also anticipates that their quite different lives and perceptions will enlarge the sense even he makes of "Eveline." His conception of teaching English literature, and literacy, is not one of indoctrination--it comes closer to conversation. (MM)

ED 301 871 CS 009 457

Bowers, Patricia Greig
Naming Speed and Phonological Awareness: Independent Contributors to Reading Disabilities.
PUB DATE- Nov 88
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (37th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Grade 4; Intermediate Grades; Reading Comprehension; *Reading Difficulties; *Reading Processes; Reading Research; Reading Skills; Short Term Memory
IDENTIFIERS- Canada; Memory Span; *Naming Response; *Phonological Awareness

As part of a larger study of developmental deficits in the skills of automaticity of name retrieval, phonological awareness, and memory span and their role in reading disabilities, a study tested 13 average and 14 poor fourth-grade readers for digit and letter naming speed, phonological awareness, and digit span. Among the reading skills assessed were single word identification, word attack, and reading comprehension. The Peabody Picture Vocabulary Tests-Revised provided an estimate of verbal IQ. Reading comprehension was assessed by the Canadian Test of Basic Skills. Accuracy of single word reading and of nonsense word decoding were assessed by two subtests of the Woodcock Reading Mastery Test, Word Identification and Word Attack. Three phonological awareness tests were administered: (1) the Auditory Analysis Test; (2) the Odd Word Out task of Bradley and Bryant; and (3) a phonological task in which children repeated three- and four-syllable real and nonsense words pronounced by the examiner. Short term memory was assessed by the Digit Span subtest from the WISC-R (Wechsler Intelligence Scale for Children-Revised). Results indicated that digit naming speed, phonological awareness, and short term memory contributed variance to reading skills. However, phonological awareness tests were not intercorrelated and, with one exception, did not correlate with tests of naming speed or memory. (Six tables of data are included, and 23 references are appended.) (MM)

Binkley, Marilyn R.; And Others
Becoming a Nation of Readers: What Principals Can Do.
Houghton Mifflin Co., Boston, MA.; National Association of Elementary School Principals, Alexandria, VA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 34p.; Foreword by Barbara Bush. For "Becoming a Nation of Readers: The Report of the Commission on Reading," see ED 253 865; for "Becoming a Nation of Readers: Implications for Teachers," see ED 271 741; for "Becoming a Nation of Readers: What Parents Can Do," see ED 289 160.
AVAILABLE FROM- National Association of Elementary School Principals, Educational Products Center, 1615 Duke St., Alexandria, VA 22314-3483 ($2.00; 3-10 copies, add $2.00 postage; more than 10 copies, add 10% to the price of the booklets).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Effectiveness; Beginning Reading; *Educational Environment; Elementary Education; Instructional Leadership; *Literacy; Literacy Education; Parent School Relationship; *Principals; Reading Achievement; *Reading Instruction; School Community Relationship

IDENTIFIERS- Emergent Literacy

Intended to help principals with the design and implementation of reading instruction in their schools, the recommendations presented in this booklet are drawn directly from the findings discussed in "Becoming a Nation of Readers" in 1984. The conclusions of the Commission on Reading are described in ways that every principal can act upon. Taking the information that was laid out by the Commission, the booklet turns it into action plans that principals can use. The goal is to enhance reading instruction so that the "verified practices of the best teachers in the country can be introduced throughout the country." After a foreword by Barbara Bush and an introduction, the first section describes what a school that values literacy looks and feels like. The second section discusses what a principal should know about reading, while the third section considers what a principal can do to help create a community of readers. The final section identifies ways in which parents, teachers, textbook publishers, and schools can help children achieve their potentials as readers. Twenty-eight notes are included. (NKA)

ED 301 873 CS 211 585

Spiro, Rand J.; And Others
Multiple Analogies for Complex Concepts: Antidotes for Analogy-Induced Misconception in Advanced Knowledge Acquisition. Technical Report No. 439.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 88
NOTE- 34p.; Research also supported by a grant from the Basic Research Division of the United States Army Research Institute.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biomedicine; *Concept Formation; Educational Research; Language Role; *Learning Strategies; Misconceptions
IDENTIFIERS- *Analogies; *Knowledge Acquisition

This report argues that there exists a pervasive tendency for analogies to contribute to the development of entrenched misconceptions in the form of reducing complex new knowledge to the core of a source analogy. The report presents a taxonomy of ways that simple analogy induces conceptual error and an alternative approach involving integrated sets of multiple analogies. The use of multiple analogies is illustrated in the report by the example of force production by muscle fibers. The report concludes with the argument that the situation of analogy is one instance of a more general pattern of misconception attributable to the use of single knowledge sources when compilation of multiple sources would be more appropriate. (Eight figures illustrating multiple analogies are included, and 21 references are attached.) (RS)

ED 301 874 CS 211 599

Harris, Raymond
Best Short Stories. Middle Level. 10 Stories for Young Adults--With Lessons for Teaching the Basic Elements of Literature.
REPORT NO.- ISBN-0-89061-321-4
PUB DATE- 83
NOTE- 463p.
AVAILABLE FROM- Order Department, Jamestown Publishers, P.O. Box 9168, Providence, RI 02940 ($12.00 softcover, Catalog No. 793--ISBN-0-89061-321-4; $15.00 hardcover, Catalog No. 793H--ISBN-0-89061-322-2; add $2.25 shipping and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Junior High Schools; *Literature Appreciation; Reading Comprehension; Reading Materials; *Short Stories; Writing Exercises

This workbook contains ten short stories by modern masters aimed at young adult readers, with each story followed by a concise lesson on a basic element of literature (such as plot, setting, or mood) clearly illustrated in the story. Some of the authors represented in the book are John Updike, Isaac Bashevis Singer, Carson McCullers, and Ray Bradbury. Practice exercises demonstrating the element of literature discussed, multiple choice comprehension questions, discussion guides, and writing exercises follow each story. Answer keys and charts to record progress in comprehension are appended. (RS)

ED 301 875 CS 211 601

Andersen, Wallis May
Computer Invention Programs Today: Accessible and Authorable.
PUB DATE- Mar 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; *Computer Software Reviews; Higher Education; Word Processing; *Writing Instruction

Discussing available computer software for prompting for the kinds of computers likely to be used in writing programs, this paper concentrates on categorizing software programs and exploring their "uniquely electronic" features. The paper deals with the following questions: (1) What kinds of planning software are available? (2) What happens when prompts are inserted in a word processing program? (3) How are outliners different from word processing templates? (4) What about branching, open-response, "true" prompting programs? and (5) Are there more "uniquely electronic" tools on the horizon? (Seven figures are included; an appendix containing a database of 15 programs that can be used for prompting is attached.) (SR)

ED 301 876 CS 211 602

Hartnett, Carolyn G.
Clues to Mode of Discourse.

PUB DATE- Aug 88
NOTE- 35p.; Revised version of paper presented at the International Systemic Congress (15th, East Lansing, MI, August 8-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- *Artificial Intelligence; Classification; *Computer Uses in Education; *Cues; Discourse Analysis; Models; Rhetoric; Writing (Composition); Writing Research
IDENTIFIERS- *Discourse Mode; Writing Contexts

A pilot study explored how to teach students to write thoughtfully, and also how to teach computers to recognize and interpret the kinds of thinking that appear in such writings. First, a taxonomy of mental processes was found, next the linguistic expressions (clues) that indicate the processes were hypothesized, and then a professionally-written corpus was selected and analyzed to see where the indications or clues would appear. Results showed that clues are related to mode rather than to a writer's peculiarities, and that writers can vary their writing styles. Results also showed that on a broad level, the hypothesized clues distinguish basic kinds of development of thought, separating those with an essential temporal orientation from those without it; and on a more specific level, that related analytic mental processes usually work together. (Five tables of data and one figure are included; 27 references are attached.) (RAE)

ED 301 877 CS 211 603

La Pierre, Yvette

The St. Louis Post-Dispatch and Early Coverage of Times Beach: Watchdog or Muted Trumpet?

PUB DATE- Jul 88
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Content Analysis; *Hazardous Materials; Local Issues; Mass Media Effects; *Mass Media Role; Media Research; *Newspapers; *News Reporting; Public Health; Safety; *Wastes
IDENTIFIERS- Dioxin; Environmental Protection Agency; Media Coverage; Media Government Relationship; *Missouri (Times Beach); Press Responsibility; *Saint Louis Post Dispatch

Times Beach, Missouri, a small town close to the Meramec River and about 25 miles from St. Louis, is now deserted due to contamination from dioxin, a contaminant generated during the production of some cleansers, herbicides, and pesticides. From November 30, 1982, until the end of January 1983, the "St. Louis Post-Dispatch" ran 55 articles about Times Beach over a period of 61 days. A study analyzed the content of this early coverage by examining government involvement, the effects on the people involved, and the role of the media in the disaster. Results showed that the "St. Louis Post-Dispatch" (1) did not fully realize its potential as an educator and communicator during the Times Beach disaster, due in part to the inherent limitations on disaster reporting and in part to its own apparent lack of initiative; (2) failed as a means of preparing the public by ignoring rather than investigating the initial warning signs of widespread dioxin contamination in Missouri; (3) did provide some mitigation, warning, and coping information in its coverage, but glossed over or omitted many of the issues that were imperative for a complete understanding of the disaster; (4) could have improved its fulfillment of the role of watchdog with an explanation of the relative risk of living in Times Beach; and (5) was most effective in the role of providing a mode for grieving or assuaging guilt. (Twenty-four notes are included.) (MS)

ED 301 878 CS 211 604

Waters, William V.
Constructivist Theory into Practice in a Secondary Linguistic Minority Classroom: Shared Teacher and Student Responsibility for Learning.
PUB DATE- 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; Cultural Differences; Cultural Exchange; English (Second Language); *English Curriculum; Journal Writing; Reading Material Selection; *Remedial Instruction; Secondary Education; Spelling; Student Responsibility; Teacher Responsibility; Teacher Student Relationship; *Theory Practice Relationship; Vocabulary Development
IDENTIFIERS- *Constructivism

This paper describes classroom activities developed around constructivist learning theories (that is, students are always learning because they are constantly constructing their own personal meanings and reflecting on them) as they are applied to English as a Second Language and remedial English students in a secondary classroom dominated by students from non-Anglo cultures. The paper emphasizes that the core activities of the class include student-selected leisure reading, journal writing by students, fluency charts in which students calculate and plot reading fluency, and vocabulary and spelling tests in which students select, grade, and discuss the tests with each other. Also included in the paper is a discussion of the use of classical music as background for reading and journal-writing activities, and the place of myth and folklore in a class full of students from widely different cultures. Each discussion in the paper of a core activity includes a description of how it fits into the constructivist philosophy, how it is actually implemented, and how students respond. The paper concludes with the argument that constructivism, by building new learning upon prior personal and cultural understanding of the student, can overcome the lack of in-home language and learning nurturing in many of the students's homes. (RS)

ED 301 879 CS 211 605

Vander Heyden, Terry J.
Minorities in High School Journalism: A Survey of Kentucky Schools.

PUB DATE- Jan 89
NOTE- 20p.; Paper presented at the Midwinter Meeting of the Secondary Education Division of the Association for Education in Journalism and Mass Communication (St. Petersburg, FL, January 5-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Enrollment Influences; Enrollment Rate; High Schools; *Journalism Education; *Minority Groups; School Surveys; *Student Recruitment; Teacher Qualifications
IDENTIFIERS- Journalism Research; *Kentucky

To examine the views and experiences of high school journalism faculty regarding their efforts at recruiting minority students into journalism, a study surveyed journalism teachers from 100 randomly selected high schools in Kentucky (31 teachers responded). Questions concerned the teachers' college education, teaching loads, overall enrollment, and minority enrollment. Teachers were also asked why minorities are attracted or not attracted to high school journalism, what minority students look for when considering colleges and college majors, and what parents of minorities consider important in their children's college and career decisions. Results revealed that 44.5% of the responding teachers had Kentucky certification in journalism education, although the majority of teachers majored or minored in English in college. Journalism/publication classes had a 4% minority enrollment. On newspaper staffs, 8.1% of the 257 newspaper staffers were minorities, while 5.5% of the 306 total yearbook staffers were minorities. All minority staff members planned on attending college, with 23% of the yearbook staff and 52% of the newspaper staff planning on majoring in journalism/communication. Kentucky teachers were most successful in recruiting students through recommendations from other teachers, their own recruiting efforts, or through the student's personal interest. Journalism teachers felt minority students most strongly considered cost, advice from peers, availability of financial aid, and the percentage of minorities attending a particular college. (A copy of the survey, survey cover letter, follow-up letter, and respondents comments are appended.) (MM)

ED 301 880   CS 211 606

Hammond, Jennifer
Oral and Written Language in the Educational Context.
PUB DATE- Aug 87
NOTE- 24p.; Paper presented at the World Congress of the International Association of Applied Linguistics (Sydney, New South Wales, Australia, August 11-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Child Language; Elementary Education; Language Acquisition; *Language Experience Approach; Language Research; *Oral Language; Writing (Composition); *Written Language
IDENTIFIERS- *Speaking Writing Relationship; *Whole Language Approach

It is useful to stress the similarity of the linguistic system that underlies oral and written language, but the whole language approach fails to take into account the real and significant differences that exist between oral and written language and the different purposes for which they are used. Children need explicit guidance and support in making the shift from oral to written language. A classroom exercise in which students gather and discuss a topic involving their own experiences and then are asked to write about it exemplifies the problem. The implicit assumption is that oral and written language is the same and all students have to do is write down what they said. However, the children do not see any difference in purpose for the oral and written activities. There is no sense of the purpose of writing as forming a context-free and permanent record of events. In developing effective literacy programs an extra step is required. A lesson could begin with oral discussion, then provide children with information about what a successful text, written for a particular purpose, actually looks like. Only after such information would the children attempt to write texts themselves. (RS)

ED 301 881   CS 211 607

Albers, Randall K.
The Pedagogy of Voice: Putting Theory into Practice in a Story Workshop Composition Class.
PUB DATE- Mar 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; Metaphors; Oral Reading; Student Motivation; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Composition Theory; *Voice (Rhetoric); *Writing Workshops

While the "voice agnostics" are right in pointing to the need for a little more light and a little less heat in defining voice, energies should be focused upon providing a context for students' discoveries about how voice functions and is attained in writing. In the Story Workshop approach to writing instruction the elements from which everything else builds for the writer are seeing and voice, both of which, working together, generate and organize movement. Three principles underlie the Story Workshop emphasis upon voice and guide the specific techniques and coachings used by teachers in class: (1) the teacher must accept the students' right to their own language, their cultural background, and their skills level; (2) the class is inherently democratic in that it draws upon capacities most students already possess; and (3) the syllabus takes students through a sequence of writing tasks beginning with familiar basic forms that call forth naturally their own distinct and most often used voices and proceeding through those which place an increasing demand upon more conceptual and analytical capabilities. A story workshop format moves through a series of exercises and activities that build sequentially: opening recall, oral reading of models, recall and comment on oral reading, word exercises, oral telling, in-class writing, oral read-back of in-class writing, oral reading of selections from student work, and final recall. (Seventeen references are appended.) (MS)

ED 301 882 CS 211 608

Mitchell, Felicia, Comp.
Writing-To-Learn Terminology: Sourcebook for Instructors.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Content Area Writing; Glossaries; Higher Education; Writing (Composition); *Writing Across the Curriculum; *Writing Instruction
IDENTIFIERS- Process Approach (Writing); *Writing to Learn

This sourcebook presents brief, two-sentence definitions of 96 terms used in the writing to learn movement, such as "brainstorming," "expressive writing," "guided imagery," and "transactional writing." A brief introduction describes the writing-to-learn movement which is designed to help students learn new information while not emphasizing particular styles of writing in the various disciplines. The sourcebook also states that the writing-to-learn approach is prevalent in basic courses where the emphasis is on content and expression of ideas. (RS)

ED 301 883 CS 211 609

Franklin, Sharon, Ed.; Madian, Jon, Ed.
The Writing Notebook: Creative Word Processing in the Classroom--November/December 1986, January/February 1987, and April/May 1987.
PUB DATE- 86
NOTE- 137p.
AVAILABLE FROM- The Writing Notebook: Creative Word Processing in the Classroom, Editorial Offices, 2676 Emerald, Eugene, OR 97403 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Cooperative Learning; Creative Writing; Elementary Secondary Education; Higher Education; Keyboarding (Data Entry); Language Acquisition; Language Arts; Poetry; School Publications; Student Attitudes; Student Writing Models; Teaching Methods; *Word Processing; *Writing Across the Curriculum; *Writing Instruction; Writing Laboratories; Writing Processes; Writing Skills
IDENTIFIERS- California Writing Project; Story Writing; Writing Tasks

Produced using a Macintosh Plus and LaserWriter Printer, these journals present articles relating to word processing in the classroom. Articles and their authors for the November/December 1986 issue include: "Computer Assisted Instruction: Western Europe" (Owen and Irene Thomas); "FrEd Writing" (B. Fleury); "Writing Up a Storm: An Activity for 'The Writing Workshop'"; "Writing with the Turtle" (J. Bachman); "Keyboarding--An Interview with Keith Wetzel"; "Keyboarding Issues and Concerns" (K. Jostad and J. Madian); "Show Business" (S. Marcus); "The Computer, Cooperative Learning & the California Writing Project" (A. C. Allen); "Writing Skills with 'Write On!'" (J. Madian); "A Scope and Sequence for Story Writing, Part 1" (J. Madian); "Poetry and Cooperative Learning, Part 2"; "CWP on the College Campus" (A. Auten); "Hazelwood West Writing Lab" (A. Wright); "Cooperative Learning: Using the Jigsaw Technique To Learn 'AppleWorks'"; "Encouraging Writing in Grades 4-8"; "Group Role Evaluation Sheet"; and "A Review of 'Show Time'--MECC's New Play-Writing Tool" (S. Keran). Articles and their authors for the January/February 1987 issue include: "FrEd Writing: Computer Organized Writing" (B. Fleury); "Multischool Electronic Newspaper" (C. Peck); "Five Language Acquisition Strategies for Limited English and Language Disabled Students" (J. Madian); "Save a File" (J. Piper); "A Survey of Elementary Students' Attitudes toward Word Processing" (K. Wetzel); "A Scope and Sequence for Story Writing, Part 2" (S. Franklin and J. Madian); "Writing on the College Campus" (A. Auten); "Rewriting--Using the Best of Both Worlds" (L. Lewin); and "Style Checkers: Good News and Bad News" (S. Marcus). Articles and their authors for the April/May issue, focusing on writing across the curriculum, include: "The AustraAlaskan Project" (J. Erwin); "Computers, Education, and the UK--Reflections on a Visit with Daniel Chandler" (I. D. Thomas); "Five Helpful Tips for Teachers Who Create Their Own Composition Materials" (T. Knight); "Write To Think: Teaching about Social Conflict through Imaginative Writing" (B. Bigelow and L. Christiansen); "Writing in the Media Center" (S. Franklin); "How Do I Know What They Think Until I Hear Them Say It?" (S. Boyarsky); "Data Bases 'R Us" (S. Marcus); "Connecting Literature with Writing at the Intermediate and Secondary Level" (K. Jostad); "The Writer Emeritus Project" (L. Madian and B. Fleury); "Vctr Voweless" (M. Kozikowski); "Inspiring Poetry" (J. Madian); "The Mayflower Passenger List" (D. Ardizzone); and "The Writing Family Project" (B. Fleury). (MM)

ED 301 884 CS 211 610

Bowles, Dorothy
Hazelwood v. Kuhlmeier: National Press Reaction to the Decision and Its Impact in Tennessee High Schools.
PUB DATE- Jan 89
NOTE- 39p.; Paper presented at the Midwinter Meeting of the Secondary Education Division Association for Education in Journalism and Mass Communication (St. Petersburg, FL, January 5-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Editorials; *Faculty Advisers; High Schools; High School Students; *Journalism Education; *News Media; Professional Associations; *School Newspapers; Secondary Education; *Student Publications
IDENTIFIERS- *Hazelwood School District v Kuhlmeier; Supreme Court; Tennessee

On January 13, 1988, the U.S. Supreme Court announced its decision in "Hazelwood School District v. Kuhlmeier," giving educators the right to exercise "editorial control over the style and content of student speech in school-sponsored expressive activities so long as their actions are reasonably related to legitimate pedagogical concerns." A study explored the immediate reaction to "Hazelwood v. Kuhlmeier" from professional press associations, journalism reviews, and newspaper editorials and used the results of a mail survey of high school advisers to assess the current level of prepublication review and controversial content and anticipated impact of the case on student publications in Tennessee. The study also reported survey results on the amount of attention the case received in schools, the advisers' perceptions of attitudes of student staff members, faculty, and other adults in the community, and the advisers' own attitudes about the outcome of the case. Survey results indicate that "Hazelwood" had no immediate effect on Tennessee high school publications and few advisers anticipate changes in their publishing situations, a third of which (53% of newspapers) are already subject to prepublication review by school administrators. Professional and editorial reaction to the decision was mixed. (Two tables of data and 63 notes are included.) (MS)

ED 301 885 CS 211 611

Day, Louis A.; Butler, John M.

The Teaching of Ethics and Moral Reasoning in Scholastic Journalism: The Pedagogical Imperative.

PUB DATE- Jan 89
NOTE- 30p.; Paper presented at the Midwinter Meeting of the Association for Education in Journalism and Mass Communication, Secondary Education Division (St. Petersburg, FL, January 5-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; *Ethics; High Schools; *Journalism Education; *Moral Values; *News Media; School Newspapers; Student Publications
IDENTIFIERS- *Case Study Simulation; First Amendment; *Hazelwood School District v Kuhlmeier; Moral Reasoning; Press Responsibility; Supreme Court

In early 1988, the U.S. Supreme Court, in "Hazelwood School District v. Kuhlmeier," held that school administrators may exercise "editorial control over the style and content of student speech in school-sponsored expressive activities so long as their actions are reasonably related to legitimate pedagogical concerns." A positive outcome from this decision would be a renewed interest in the teachings of ethics in the high school journalism curriculum. Although there is a plethora of literature dealing with student-press law, little scholarly attention has been paid to the teaching of media ethics within the public academy. There is a growing feeling that teaching First Amendment rights is necessary, but teaching students to think analytically and to act with moral conviction is just as essential. Since many practicing journalists receive their first formal training on the high school newspaper, it is imperative that their education be well-grounded in the ethical standards of the profession. This pedagogical objective necessitates a "values oriented" rather than a "values free" approach to journalism education. The teaching of journalistic values, whereby students are the passive receptors of knowledge, is a necessary but insufficient condition for ethics training. Students need to be more actively involved in this values-oriented education, and the pedagogical tool through which this can be accomplished is the "case study simulation" method based upon sound principles of moral reasoning. (Seventy-two notes are included.) (Author/MS)

ED 301 886 CS 211 612

Duke, Charles R.; Strong, William J.
Utah Pilot Writing Assessment for Grades 3 and 8. Final Report.
Utah State Univ., Logan. Dept. of Secondary Education.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- Jan 88
NOTE- 169p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; Evaluation Methods; Grade 3; Grade 8; Models; Student Evaluation; *Writing Evaluation; Writing Skills
IDENTIFIERS- Utah

This final report presents findings of a project designed to develop a model for state-wide assessment of student writing/language skills in conjunction with Utah's Core Curriculum in English/Language Arts (UCCLA). The project tested procedures for collecting baseline data on writing/language skills at grades 3 and 8. The report consists of the following sections: project overview; summary of findings; project design; data collection and handling; results of the writing assessment; discussion of findings; analysis of writing errors; recommendations; and references. Appendixes consist of: (1) pilot test schools, 1987-1988; (2) pilot test coding sheet; (3) test administration materials; (4) sample letter to superintendents; (5) sample letter to principals; (6) representative comments from teacher survey; (7) directions for scoring; (8) mean comparison tables; (9) third reading tables; (10) error analyses; and (11) writing-prompt materials. (MM)

ED 301 887 CS 211 613

Head, Susan D.
The Sweetwater Model for Writing Improvement.

PUB DATE- Nov 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for the Development of Computer-Based Instructional Systems (Philadelphia, PA, November 5-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; English Curriculum; Models; Secondary Education; *Word Processing; *Writing Improvement; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- *Process Approach (Writing)

This report describes a computer-assisted writing laboratory project integrating Model Curriculum Standards (teacher-developed instructional literature guides integrating the reading of core pieces of literature with the writing process), the writing process, computer hardware and software, and staff development. The report estimates that in the second year of the project (1988-89) 20,000 students at 18 junior and senior high schools in the Sweetwater Union High School District (Chula Vista, California) will rotate through the 36 laboratories and complete a variety of writing assignments allowing them to incorporate revision as a natural part of writing and allowing the 250 teachers to respond more to content and text-level issues. The report also describes the 3-year evaluation plan for the project. Appendixes include a list of 41 literature-based writing assignments, the results of a survey of teachers in the project, and excerpts from student evaluations. (RS)

ED 301 888 CS 211 614

Greenburg, Karen, Ed.; Slaughter, Ginny, Ed.
Notes from the National Testing Network in Writing. Volume VIII, November 1988.
City Univ. of New York, N.Y. Office of Academic Affairs.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 34p.; Abstracts of papers presented at the National Testing Network in Writing Conference (1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Abstracts; Computer Uses in Education; Essay Tests; Holistic Evaluation; Scaling; *Scoring; *Writing Evaluation; *Writing Research

This newsletter contains 32 abstracts of approximately 1000 words each of papers presented at the 1988 conference of the National Testing Network in Writing. Abstracts, listed with their authors, include "Instructional Directions from Large Scale K-12 Writing Assessments" (C. Chew); "Portfolio Assessment across the Curriculum: Early Conflicts" (C. Anson and others); "Revamping the Competency Process for Writing: A Case Study" (D. Holdstein and I. Bosworth); "We Did It and Lived: A State University Goes to Exit Testing" (P. Liston and others); "Proficiency Testing: Issues and Models" (G. Gadda and M. Fowles); "Creating, Developing, and Evaluating a College-Wide Writing Assessment Program" (S. Groden); "How to Organize a Cross-Curricula Writing Assessment Program" (G. Hughes-Wiener and others); "Presenting a Unified Front in a University Writing and Testing Program" (L. Silverthorne and P. Stephens); "Evaluating a Literacy across the Curriculum Program: Designing an Appropriate Instrument" (L. Shohet); "Validity Issues in Direct Writing Assessment" (K. Greenberg and S. Witte); "Reliability Revisited: How Meaningful Are Essay Scores?" (E. White); "Establishing and Maintaining Score Scale Stability and Reading Reliability" (W. Patience and J. Auchter); "Training of Essay Readers: A Process for Faculty and Curriculum Development" (R. Christopher); "Discrepancies in Holistic Evaluation" (D. Daiker and N. Grogan); "Problems and Solutions in Using Open-Ended Primary Traits" (M. C. Flanagan); "The Implications of Using the Rhetorical Demands of College Writing for Placement" (K. Fitzgerald); "Using Video in Training New Readers of Assessment Essays" (G. Cooper); "WPA Presentation on Evaluating Writing Programs" (R. Christopher and others); "Developing and Evaluating a Writing Assessment Program" (L. Boehm and M. A. McKeever); "The Changing Task: Tracking Growth over Time" (C. Lucas); "Assessing Writing to Teach Writing" (V. Spandel); "Reader-Response Criticism as a Model for Holistic Evaluation" (K. Schnapp); "The Discourse of Self-Assessment: Analyzing Metaphorical Stories" (B. Tomlinson and P. Mortensen); "The Uses of Computers in the Analysis and Assessment of Writing" (W. Wresch and H. Schwartz); "Legal Ramifications of Writing Assessments" (W. Lutz); "Some Not So Random Thoughts on the Assessment of Writing" (A. Purves); "Research on National and International Writing Assessments" (A. Purves and others); "Teaching Strategies and Rating Criteria: An International Perspective" (S. Takala and R. E. Degenhart); "Effects of Essay Topic Variations on Student Writing" (G. Brossell and J. Hoetker); "What Should Be a Topic?" (S. Murphy and L. Ruth); "Classroom Research and Writing Assessment" (M. Meyers); and "Computers and the Teaching of Writing" (M. Ribaudo and L. Meeker). (RS)

ED 301 889 CS 211 615

Holopainen, Veli, Ed.
Case Studies on International Norms and Journalism. Publications Series B, Number 22.
Tampere Univ. (Finland). Inst. of Journalism and Mass Communication.
REPORT NO.- ISBN-951-44-2134-5
PUB DATE- 87
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Civil Liberties; Developed Nations; *Developing Nations; Foreign Countries; *International Law; *Journalism; *Mass Media Role; Media Research; *Newspapers; *Norms; Peace; Self Determination
IDENTIFIERS- Finland; *UNESCO

The first part of this report summarizes a master's thesis study on the observance of international law in two newspapers. The study was based on an inventory of 71 international legal documents, suggesting a set of journalistic principles and rules. The observance of these norms was tested by analyzing some 6,000 news items and articles from two Finnish newspapers, "The Times" and "Helsingin Sanomat," between 1944 and 1984. The study concluded that there are two connections between journalism and international law: (1) the media must not incite to and propagate international crimes; and (2) the media should encourage and favor beneficial international action. An appendix to the study provides a list of international legal documents. The second part of the report considers a study of nine media from seven countries. A short time period of each medium's coverage was studied in order to verify each item's relevance to the topics of the 1978 Mass Media Declaration of UNESCO. A content analysis then examined each relevant item to see whether it was positively, neutrally, or negatively inclined to the aims of the Declaration. The study

concluded that Western media and the media of the Third World have different ways of covering topics relevant to the Mass Media Declaration of UNESCO. (MS)

ED 301 890 CS 211 617

Strickland, James

Computer Strategies for Teaching Revision: It May Be Convenient, but It's Not Easy.

PUB DATE- Nov 88
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (78th, St. Louis, MO, November 18-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Uses in Education; Higher Education; *Revision (Written Composition); *Word Processing; *Writing Improvement; Writing Instruction
IDENTIFIERS- Revision Processes; *Writing Strategies

Word processing does not, in itself, teach revision. Students with incomplete revision strategies will not begin revising at a higher level simply by using a word processor. New computer strategies for teaching revision are needed--revision strategies that use the computer to reorganize, elaborate, and strengthen what has already been written. For example, the following revision strategies are more likely to occur with a computer than without one: (1) outlining; (2) creating a "stairway" of logically elaborated points; (3) writing cumulative sentences through the addition of noun phrases, verb phrases, and absolutes; (4) writing new introductions, using the insert function and the copy/move function of the software; (5) using the search-and-replace function to check style; and (6) creating a computer monitor exchange, a "collaborative revision" which allows writers to act as readers and editors for fellow classmates. All of these activities can be implemented on the computer as lesson files--a planned sequence of activities operating as word processing text files, which offer directed help for a specific type of assignment, a specific grade level, or a specific type of activity. (A figure illustrating the "stairway strategy" is included, and three appendixes consisting of earlier reports on revising with word processing; four students' strategies for revision; and a student's essay with subsequent revisions noted are attached.) (MM)

ED 301 891 CS 211 618

Ediger, Marlow
Linguistics and the Language Arts Curriculum.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; Elementary Education; Elementary School Curriculum; Kernel Sentences; *Language Arts; *Language Skills; *Linguistics; Nonstandard Dialects; Sentence Combining; *Sentence Structure

Through numerous contributions from the field of linguistics, a modified language arts curriculum has resulted. Language arts teachers need to be thoroughly versed in content and methodology recommendations made by linguists. One such recommendation, for example, is that students should understand sentence patterns in English. These patterns include subject-predicate, subject-predicate-direct object, subject-linking verb-predicate adjective, and subject-predicate-indirect object-direct object patterns, among others. Students should also attach meaning to the concept of expanding sentences, sentences which can increase in size through the use of modifiers, appositives, dependent clauses, and compounding. It is also important for learners to understand concepts such as stress, pitch, and juncture. Learners should be able to change sentences in functional writing and speaking situations from kernel sentences to those involving questions, negatives, and commands or requests. Finally, students, with teacher guidance, need to understand the concept of usage as it relates to standard and nonstandard English in oral and written communication of content. (MM)

ED 301 892 CS 506 474

Switzer, Jo Young

Commuter and Residential Campuses: Academic and Co-Curricular Implications for Speech Communication Faculty.

PUB DATE- Nov 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Commuting Students; Curriculum Design; Higher Education; On Campus Students; *Speech Communication; Student Characteristics; Student College Relationship; *Student Needs
IDENTIFIERS- *Speech Communication Education

As increasing numbers of postsecondary learners enroll in commuter campuses, speech communication departments can identify the characteristics which make commuting students somewhat different from their counterparts on residential campuses. Priorities of these two groups differ--students whose primary focus in life is the college experience contrast with commuting students with drastically different and demanding activities. The maturity level is also different, with commuting students tending to be older and more mature. A third area of difference is the focus of the students' academic interests. Vocationally-oriented majors have become increasingly popular. The implications of these basic differences are significant for speech communication faculty, and curricular adaptations can be made to accommodate these differences. Commuter campus classes could, for example, require few assignments which mandate that students meet in specific groups outside of class. In classes, innovative teaching strategies can engage the interest of the commuter student, methods such as interdisciplinary orientation, peer teaching, and wide diversity of materials. Because of the maturity level of commuter students, faculty members may need to shift their orientations away from that of omniscient authorities. Finally, speech communication co-curricular activities can be modified for the commuter student by, for example, planning flexibility in practice schedules and moderating travel time for extracurricular programs. These adaptation can provide an impetus for development and strengthening of the speech communication curriculum. (MM)

ED 301 893 CS 506 478

Bissland, James H.; Rentner, Terry Lynn

Goal Conflict and Its Implications for Public Relations Practitioners: A National Survey.

PUB DATE- Nov 88

NOTE- 22p.; Paper presented at the Annual Meeting of the Public Relations Society of America (Cincinnati, OH, November 11-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Measures; Communication Research; *Conflict; Employee Attitudes; *Employer Employee Relationship; Higher Education; National Surveys; Occupational Surveys; *Organizational Objectives; *Public Relations; Questionnaires

IDENTIFIERS- *Goal Incompatibility

A nationwide survey examined (1) differences between management's goals for public relations and the goals of public relations practitioners, and (2) the morale of public relations practitioners as related to this goal conflict. A 47-item questionnaire about various aspects of public relations work was completed by 557 fulltime public relations practitioners employed in internal departments. Results showed that a significant number (nearly 56%) of public relations practitioners perceived a conflict between management's goal for public relations and their own. Practitioners tended to favor a "mutual understanding" definition of public relations' goals; they believed their managements tended to prefer publicity, public information, or persuasion goals. Finally, public relations practitioners who perceived a dissimilarity between management's goals for public relations and their own, demonstrated significantly lower morale than practitioners who perceived comparability between management's goals and their own, as demonstrated by job satisfaction; similar differences were found with regard to predictions of likelihood of remaining with the same employer, and in the same career; and whether they would take the same job or enter the same career all over again, knowing what they know now. (Eight tables of survey data and questionnaire items are included.) (SR)

ED 301 894 CS 506 480

Eaton, Howard, Jr.
Agenda-Setting with Bi-Weekly Content Data for Three National Media.
PUB DATE- Jul 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Mass Media Effects; Media Research; *News Media; *Public Opinion
IDENTIFIERS- *Agenda Setting; Gallup Poll; Issues Management; Media Coverage; Newsmagazines; Television News

Using media content data produced by Issues Management of Alexandria, Virginia (also known as "The Conference on Issues and Media"), a study examined agenda-setting for network television news, newspapers with broad syndication, and national weekly news magazines. Issues Management bi-weekly publishes the combined content for all three national media, with over 300 issues coded. The study focused on three questions: (1) Is agenda-setting strong or weak? (do people respond to media content?); (2) How does the choice of issues affect results? and (3) How quickly do people respond? (is a build-up of coverage needed to create response, as in an advertising campaign?). Eleven issues were selected, including cost of living/inflation, international tensions, morality, and crime. Issues were classified as to direct experience (high, moderate, or low). The study extended the "most important problem" paradigm, using George Gallup's response to this question as the measure of importance. Findings indicated that the amount of media content was positively correlated with issues the public said are most important to the nation, and that the correlation between media coverage and issue importance varied by issue. Findings also indicated that correlation was greater when media coverage led measurement of importance rather than the reverse. (Nine tables of data are included, and appendixes consist of a reconciliation of codes between Gallup and Issue Management and the definition of coincidental Gallup and Issues Management Measurement Period. Forty references are appended.) (MM)

Borchardt, Donald A.
Confronting the Concrete and the Abstract in Critical Thinking.
PUB DATE- Oct 88
NOTE- 14p.; Paper presented at the Annual Meeting of the International Society for Exploring Teaching Alternatives (Chicago, IL, October 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Commercial Television; *Critical Thinking; Mass Media Effects; Media Research; Persuasive Discourse; *Television Commercials
IDENTIFIERS- Communication Context; Critical Analysis; *Media Education; Synergy; *Television Literacy

The principles of synergy, particularly as described by Charles Hampden-Turner in "Maps of the Mind," can be applied to critical thinking in television broadcasting. Synergy is the process by which one need or person combines optimally with another. A metaphor for the idea of the concrete and the abstract working together while they are at the same time at opposite ends of a continuum is the tetrahedron, triangles combined in such a way as to form a three-dimensional structure of strength and integrity. The sides of these triangles can be named to represent values and processes involved in creating and evaluating a miniature artistic as well as commercial television presentation--the 30-second spot. Analysis of what one sees and hears on television establishes a way to make the media problematic to students. An analysis of three 1987 Clio award-winning commercials illustrates the quality and sophistication of communicating meanings and persuasions by means of television techniques, skills, and artistic principles. In these commercials, information is communicated in abstract and concrete ways--both work together. It is important for students to analyze what is seen and heard on television by questioning the abstract and concrete aspects of information. (Three figures are included.) (MM)

ED 301 896 CS 506 482

Novak, Glenn D.
Social Ills and the One-Man Solution: Depictions of Evil in the Vigilante Film.
PUB DATE- Nov 87
NOTE- 20p.; Paper presented at the International Conference on the Expressions of Evil in Literature and the Visual Arts (Atlanta, GA, November 6-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Role; Content Analysis; *Film Study; Media Research; Popular Culture; Social Problems; Urban Culture; *Urban Problems; Victims of Crime
IDENTIFIERS- *Evil; Film Genres; *Vigilante Films

Depictions of evil in the modern American vigilante film of the 1970s and 1980s fall into several categories. Modern vigilante film may be defined as film concerning the efforts of a private citizen in the late twentieth century urban environments of New York City or Los Angeles to operate outside the law in ridding the streets of evil and crime. Examples of such films include the "Death Wish" trilogy, and "Sudden Impact." Categories of depictions of evil include: (1) expressions of evil in society (the breakdown of social order, wicked youth, corrupt justice systems); (2) expressions of evil in the appearance of the criminal and in the behavior of the criminal; and (3) the protagonist as evil (discussing the moral and physical journey from respectable, normal citizen through physical danger and moral ambiguity to excessive, contemptible violence, i.e. the transformation from goodness through amorality to evil). The social implications of evil in the vigilante film include increased fear of victimization as a result of watching violence on television and in films, and the blurring of the distinction between good and evil. (SR)

ED 301 897 CS 506 483

Oliver, Lauren K.

Advertising's Role in a Service Industry: Health Care.

PUB DATE- Jul 88
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advertising; Case Studies; *Health Services; Marketing; Mass Media Effects; Media Research; *Service Occupations
IDENTIFIERS- Advertising Effectiveness; Service Providers

Although wide variations exist among service professions, several common attributes affect the role of advertising in the service industries. For example, because a service is intangible, it cannot be evaluated before purchased or consumed. Depending on the degree of intangibility, the consumer's assessment becomes that much more difficult, and the role of advertising becomes increasingly important. Other common attributes of service professions include the variable length of the purchase cycle, products that are non-standardized and personalized, service perishability, and consumer participation in the service exchange. A case study of health care advertising illustrates the necessity and effectiveness of advertising in a service profession. Multiplying health care options, changes in consumer perceptions, and ethical issues are all forcing hospitals to become more responsive to consumer demand, and to embrace the principles of marketing. Consumers are making major decisions and searching for ways to distinguish alternatives. Advertising, by providing information about service marketing, serves a useful function for the consuming public. (Two appendixes listing guidelines for hospital advertising and the Council of Medical Speciality Societies' advertising guidelines, and 54 endnotes are appended.) (MM)

ED 301 898   CS 506 484

Gilder, Eric
Finding a Path Out of a Rhetorical Thicket: Developing a Situational and Qualitative Matrix to Assess FCC Arguments about Licensee Character Qualifications.
PUB DATE- Nov 88
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Broadcast Industry; Communication Research; Discourse Analysis; Language Role; *Models; *Persuasive Discourse; Rhetorical Criticism
IDENTIFIERS- *Epideictic Rhetoric; *Federal Communications Commission; Legal Language; Rhetorical Effectiveness; Rhetorical Strategies

A study developed an analytical tool for the critiquing of FCC legal arguments in the dimensions of purpose and quality. The supposition of the study was that law is an inherently rhetorical activity. The model elaborated was a situational matrix created out of the classical typologies of rhetorical occasions and oratory: the forensic, deliberative and epideictic. Usefulness of the matrix was demonstrated by the analysis of a problematic set of FCC cases: those concerning the character qualifications of broadcast licensees. The matrix should allow for the common elements of disparate legal discourse to be revealed more clearly so that better policies can be made within the FCC via its application, not only in relation to the question of the character qualifications of licensees, but in all commission legislative, executive and judicial functions aimed at promoting the general welfare through the powerful broadcast media. (Three figures are included, and 76 notes are attached.) (RAE)

ED 301 899 CS 506 485

Novak, Glenn D.
Mass Communication Internships: Problems and Misconceptions.
PUB DATE- Nov 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Internship Programs; *Mass Media; Student Experience; Work Experience

IDENTIFIERS- *Media Education; *Media Experience

Internships, a valuable part of mass communication education, require hard work, cooperation, communication, realistic and clear expectations, instruction, and patience from students, faculty supervisor, and employer. The faculty internship director is the middleman in this undertaking, which requires considerable work and time. Problems in internships may result from unprepared interns, unrealistic expectations, sexual harassment, or over-commitment on the part of the intern to other activities. Finally, opportunities for internships locally in the general field of mass communications (such as in local radio or doing public relations for local non-profit offices) should not be overlooked. (SR)

ED 301 900 CS 506 486

Berghammer, Gretta
Emancipatory Theatre for Youth.
PUB DATE- Aug 88
NOTE- 15p.; Paper presented at the Joint Annual Meeting of the American Alliance for Theatre and Education and the Association for Theatre and Disability (Portland, OR, August 2-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Awareness; Critical Thinking; Foreign Countries; *Human Relations; Playwriting; Political Socialization; Popular Culture; *Theater Arts; Youth Problems
IDENTIFIERS- *Childrens Theater; Controversial Topics; Emancipatory Theater; *Grips Theatre; West Germany; Youth Participation

The Grips Theatre, founded in 1969 by Volker Ludwig, performs plays intended to provoke clearheaded imaginative thinking on the part of the children, adolescents, and adults who see their productions. Grips does this by creating and producing original plays that retain the idealistic moment of hope that social relations and people themselves can be qualitatively changed. "Grips" is a German slang term for wit, common sense, and imagination all in one. Its meaning, in the context of the company's title, is to use one's wits and imagination to overcome repression. In the 1980s, after nearly two decades of efforts by Grips to propogate the idea of a realistic, emancipatory theater for children and youth in the Federal Republic of Germany, the company remains very much in the forefront of the theater scene in Europe and the exception to the rule for much of youth theater around the world. The sucess of Grips productions has prompted more playwrights to concentrate on youth theater. Most important for the effectiveness of Grips itself is its accent on continuity. The historical struggle of the Grips ensemble to develop collective theater work is exemplary, and their experiments with emancipatory theater have indeed brought children's theater to a new stage. (MS)

ED 301 901 CS 506 487

Aiex, Nola Kortner

"Manana Is Soon Enough for Me": Latin America through Tin Pan Alley's Prism.

PUB DATE- Mar 86

NOTE- 36p.; Paper presented at the Conference on Latin American Popular Culture (New Orleans, LA, April 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Content Analysis; Cultural Context; *Cultural Images; Intercultural Communication; Latin American Culture; Media Research; Music; *Songs

IDENTIFIERS- *Latin America; Lyrics; *Popular Music

In order to examine the vision of Latin America transmitted to the American public in Tin Pan Alley's popular songs in the first half of the twentieth century, a study analyzed nearly 50 songs. The songs were grouped into five categories: (1) songs which describe Latin locales; (2) songs which are constructed around a Latin woman's name; (3) songs which deal with specifically Latin dances; (4) songs with a humorous or satirical viewpoint; and (5) miscellaneous. Content analysis of the texts showed that Tin Pan Alley's view of Latin America was superficial, stereotyped, patronizing, and condescending; revealed considerable ignorance about Latin America; and remained relatively constant over the years. (SR)

ED 301 902 CS 506 488

Klein, Jeanne
Megan Terry's Plays for Youth at the Omaha Magic Theatre.
PUB DATE- 5 Aug 88
NOTE- 14p.; Paper presented at the Joint Annual Meeting of the American Alliance for Theatre and Education and the Association for Theatre and Disability (Portland, OR, August 2-6, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Creative Dramatics; *Drama; Playwriting; Popular Culture; Secondary Education; *Social Problems; *Youth Problems
IDENTIFIERS- Childrens Theater; Omaha Magic Theatre; Terry (Megan)

Nebraska's Omaha Magic Theatre (OMT) and playwright Megan Terry are concerned with producing socially relevant, issue-oriented musical plays, focusing on young people and the adults who influence their emotional lives. OMT's "Theatre of Process" focuses upon the performing artist to develop and test ways to make theater more meaningful, exciting, and accessible to audiences. To help reach this goal, Terry listens to professional counselors, social workers, and OMT audiences in post-performance discussions to explore the causes of social problems besetting the American family. Each of her plays is constructed around a chosen conceptual theme, then grounded in a contextual situation. For example, "American King's English for Queens," written in 1978, looks at the influence of language and sexism on children's upbringing. In "Goona Goona," Terry explores the cyclical effects of domestic violence upon the physical, emotional, and ethical development of children, using Punch and Judy imagery and acrobatic feats of physical endurance. These texts serve as acting exercises for student actors to explore thematic issues in a visceral manner, and they stimulate further discussions of adolescent issues. Though secondary teachers may choose to emphasize the didactic nature inherent to varying degrees within each text, Megan Terry's artistic approach ensures a thought-provoking, theatrical experience for mature audiences. (MM)

ED 301 903 CS 506 489

Gentile, John S.

The New Interpretation: From Interpretation to Performance Studies.
PUB DATE- Nov 83
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- *English Curriculum; Higher Education; Oral Interpretation; *Speech Communication; Teaching Methods
IDENTIFIERS- *Clark (Solomon Henry); Elocution; *Performance Studies (Speech)

Solomon Henry Clark's 1895 address entitled "The New Elocution," focused on the denigration of elocution as an academic discipline, its fall from favor with universities, and the worn, tired, and reductive methods of teaching which he saw around him. Clark's vision--as he stated in his 1915 address and book entitled "Interpretation of the Printed Page"--was to transform elocution into a method of teaching literature. Nearly 100 years later the field of interpretation has undergone transformations as radical as had elocution at the turn of the century. "Interpretation" is text-centered and has other legitimate definitions which enjoy a greater currency in other disciplines. "Performance Studies" breaks the old, arbitrary, limiting, useless, boundaries between theatre, communications, and interpretation. "Performance Studies" is an umbrella term and embraces all dimensions of theoretical and production work. "Performance Studies"--the new interpretation--capitalizes, promotes, and celebrates the new directions of the field instead of thwarting them. (RAE)

ED 301 904 CS 506 490

Jensen, Marvin D.
A Classroom Meeting of Minds.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; High Schools; High School Students; *Speech Curriculum; Student Research; Teaching Methods

IDENTIFIERS- *Meeting of Minds

Steve Allen's "Meeting of Minds" television series (in which historical figures from different periods meet) and Hendrik Willem van Loon's "Van Loon's Lives" (which details a imagined dinner where guests meet) both present a concept which is readily adaptable to high school communication classes because it incorporates numerous elements which are addressed in multi-faceted secondary courses. Each student can be assigned to research one of the chosen personages in order to simulate that person in conversation with other historical figures. This research assignment extends beyond discovering what a person invented or wrote or conquered--to explore the way a person thought, responded, and accepted or challenged the values of a particular period in history. The idea offers an opportunity to integrate several elements in a communication course, emphasize interdisciplinary connections, and involve an entire class in a project which holds students' interest and challenges their creativity. (RAE)

Shermis, Michael
Religious Broadcasting. Focused Access to Selected Topics (FAST) Bibliography No. 7.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Audience Analysis; *Broadcast Television; *Mass Media Role; Programing (Broadcast); *Religion; Television Viewing
IDENTIFIERS- Evangelical Christians; Media Government Relationship; *Religious Broadcasting; *Televangelism

This annotated bibliography on religious broadcasting contains 23 references of articles in the ERIC database. The first section of this FAST Bib lists sources which relate to the historical development of religious broadcasting. The next section looks at

the role that television plays in religious broadcasting. A section on the Christian Right examines the role evangelicals have played in making religious broadcasting so pervasive on television. The government and its relationship to religious television, specifically regulation by the FCC, is considered in several articles and papers cited in the fourth section. The last section looks at additional issues that are currently being researched in communications and reading. (MS)

ED 301 906 CS 506 492

Newsom, Iris, Ed.
Performing Arts Annual 1987.
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0570-1; ISBN-0887-8234
PUB DATE- 87
NOTE- 189p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 030-001-00120-2, $21.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Cultural Activities; *Dance; *Film Industry; *Films; Music; *Television; *Theater Arts
IDENTIFIERS- *Library of Congress; *Screenwriters

Liberally illustrated with photographs and drawings, this book is comprised of articles on the history of the performing arts at the Library of Congress. The articles, listed with their authors, are (1) "Stranger in Paradise: The Writer in Hollywood" (Virginia M. Clark); (2) "Live Television Is Alive and Well at the Library of Congress" (Robert Saudek); (3) "Color and Music and Movement: The Federal Theatre Project Lives on in the Pages of Its Production Bulletins" (Ruth B. Kerns); (4) "A Gift of Love through Music: The Legacy of Elizabeth Sprague Coolidge" (Elise K. Kirk); (5) "Ballet for Martha: The Commissioning of 'Appalachian Spring'" (Wayne D. Shirley); (6) "With Villa North of the Border--On Location" (Aurelio de los Reyes); and (7) "All the Presidents' Movies" (Karen Jaehne). Performances at the library during the 1986-87 season, research facilities, and performing arts publications of the library are also covered. (MS)

ED 301 907 CS 506 493

Moritz, Marguerite J.

Coming Out Stories: The Creation of Lesbian Images on Prime Time TV.

PUB DATE- Jul 88

NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Broadcast Television; Censorship; *Females; *Lesbianism; Mass Media Role; Media Research; *Programing (Broadcast); Stereotypes

IDENTIFIERS- *Prime Time Television; Television Networks

Several forces are allowing, for the first time in the history of television, the creation of prime time texts with lesbian characters. Chief among these forces are the relatively marginalized position of broadcast television brought on by increasing cable penetration and home video ownership, liberalized censorship guidelines on the part of the networks, the demonstrated commercial viability of gay-themed material in other mass media, the appeal of emerging social issues in general as a backdrop for broadcast productions, and an increased public awareness of homosexuals triggered by the AIDS (Acquired Immune Deficiency Syndrome) epidemic. In order to examine these changes as they influence the portrayal of lesbians and to offer insights into a male-dominated industry, a study identified and explicated some of the external forces that affect the development of prime-time texts and their choice as prime-time programs. Seven interviews with media activists from the gay community and with network executives were conducted, and television programs with lesbian characters were analyzed. The analysis revealed that lesbians are generally portrayed in a way that will reinforce mainstream cultural values, although there are exceptions on occasion. Findings suggest that before texts will be permitted to take more risks with the audience, television executives will have to be convinced that the potential financial payoff in terms of ratings makes such actions worthwhile. (Fifty-four notes are included, and 25 references are appended.) (MS)

ED 301 908   CS 506 496

Ortiz, Joseph
Creating Conditions for Student Questions.
PUB DATE- Mar 88
NOTE- 19p.; Paper presented at the National Seminar on Successful College Teaching (Orlando, FL, March 6-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Environment; *Communication Apprehension; Higher Education; Listening Skills; Questioning Techniques; Speech Communication; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Communication Strategies; *Communication Styles; Confrontation

Asking questions in class can be a routine effort for some students, but many find this particular act to be an extraordinary task. Research demonstrates that at least 15 to 20% of all students suffer from debilitating apprehension when speaking. The number who experience moderate nervousness may be even higher. As a result of not asking questions, students may remain content with ambiguous information; seek clarification from a classmate; approach the instructor after class; or never think in different ways about the phenomenon under discussion. None of the choices fosters effective classroom learning. All things considered, an instructor's behavior plays a large part in determining whether students will open up when they do not understand or when they want more insight. The following four areas form a framework for handling classroom questions supportively: 1) the creation of supportive classroom climates; 2) the importance of listening; 3) confrontational questions and ways of managing them; and 4) additional suggestions and caveats for handling student questions. (RAE)

ED 301 909 CS 506 498

Jyrkiainen, Jyrki, Comp.

Mass Media and Public Opinion: Report of the Soviet-Finnish Seminar (5th, Moscow, USSR, May 18-22, 1987). Publications Series B, Number 24.
Tampere Univ. (Finland). Inst. of Journalism and Mass Communication.
REPORT NO.- ISBN-951-44-2263-5
PUB DATE- 88
NOTE- 133p.; For previous proceedings, see ED 278 056. English language texts edited by Seppo Siuro.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Content Analysis; Cultural Images; Foreign Countries; Higher Education; *Information Dissemination; *Mass Media; *Mass Media Effects; *Mass Media Role; *Media Research; *Public Opinion; Social Control
IDENTIFIERS- Finland; Soviet Research; Soviet Studies; USSR

A compilation of papers from a joint Finnish-Russian seminar on problems of communication research, this collection presents diverse opinions and results from researchers and observers in both countries. The titles of the papers and their authors are as follows: (1) "Role of Research and Training in Mass Communication and Public Opinion" (Pertti Hemanus); (2) "PRSS and Public Opinion: Relationship in the Process of Restructuring" (V. S. Korobeinikov); (3) "Two Versions of What Public Opinion Means" (Kauko Pietila); (4) "The Role of Mass Communication Media in Forming Public Opinion and Democratization of Life in the Workers' Collectives" (G. Sillaste); (5) "The Concentration of Finnish Newspapers" (Jyrki Jyrkiainen); (6) "TV and Public Opinion: Problems of Interaction" (A. Gagarkin and O. Kushnereva); (7) "Mass Media and Public Opinion: Problems of Interaction" (V. A. Mansurov); (8) "Role of Mass Media in Formation of Self-Consciousness of Subjects of Public Opinion" (M. Lauristin and P. Vihalemm); (9) "How the Finns Reacted to the Chernobyl Nuclear Accident" (Pertti Suhonen and Hannu Virtanen); (10) "Mass Information and Public Opinion" (I. D. Fomicheva); (11) "Images of the Soviet Union among Finnish Youth" (Pentti Raittila); (12) "Content Analysis in International Comparative Studies" (E. T. Bashkirova); (13) "Mass Media: Function of Public Opinion Expression" (V. D. Voinova); and (14) "The Role of Information in Public Opinion Formation" (A. N. Vlasova). (SR)

Salmon, Charles T.; Oshagan, Hayg
Community Size, Perceptions of Majority Opinion and Opinion Expression.
PUB DATE- Jul 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Community Attitudes; *Community Influence; Community Size; Mass Media Effects; Models; *Public Opinion; Public Relations; *Self Expression
IDENTIFIERS- *Communications Behavior; Opinion Polls

A study examined structural determinants of opinion expression by merging two theoretical perspectives: the "spiral of silence" model advanced by Elisabeth Noelle-Neumann, and the structural approach to communication research offered by Phillip Tichenor, George Donohue, and Clarice Olien. The study also distinguished between different forms of opinion expression in terms of: 1) the degree to which the expression is public, and 2) the degree to which feedback is immediate and potentially hostile. Subjects, 478 mass communications students at a midwestern university, were asked their opinions on two social issues, the banning of pornography and the passage of a mandatory seat-belt law. They were also asked about their perceptions of majority opinion in their hometowns and their willingness to express their opinions on these two topics in their hometowns. Results showed significant differences in willingness to express opinion in smaller communities, i.e., those in which the media serve a predominantly distributive function, than in larger, more pluralistic ones, i.e., those in which the media serve more of a feedback function in response to the presence of diverse social and political groups. Specifically, perceived congruity with majority opinion is a significant predictor of two forms of opinion expression in small, but not large, communities. Results suggest that "fear of confrontation" in smaller communities may inhibit opinion expression to a greater extent than the "fear of isolation" mechanism proposed by Noelle-Neumann. (Three figures and 2 tables of data are included; 23 references are attached.) (Author/RAE)

ED 301 911 CS 506 500

Oshagan, Hayg

Looking at Voting as a Decisional Process: What Factors Determine Initial Preference?

PUB DATE- Jul 88
NOTE- 46p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Decision Making; *Political Attitudes; Political Candidates; Presidential Campaigns (United States); Voting
IDENTIFIERS- Carter (Jimmy); Causal Analysis; Ford (Gerald R); Telephone Surveys; *Voting Behavior

To investigate the temporally ordered process in image and issue learning as it affects the voting decision, a study conducted a secondary analysis of panel survey data from Wisconsin during the 1976 presidential elections. The study hypothesized that, because of the difficulty in understanding complex issues, voters rely on image evaluations for initial candidate preference--issue positions are then learned to support the image-based choice. The survey consisted of random telephone interviews: the first set of interviews was completed shortly before the first presidential debates between incumbent Gerald Ford and Jimmy Carter; those who agreed to be reinterviewed were called again between the first and second debates. The third interviews occurred after the four debates but before the election; and final interviews followed the election. A total of 164 respondents continued throughout the interviews. Measurements included vote intention, candidates' personal image, respondents' position on four political issues, ideological differences, and party identification and leaning. Precommitted or "one-issue" voters were eliminated, leaving 123 respondents for analysis. Causal analysis revealed that for Carter, images at an initial time period determined later candidate preference and issue learning. Also, image evaluations for Carter occurred at the beginning of the decision-making process. For Ford, however, images did not predict later issue learning and candidate preference--initial issues were the predictor. Also for Ford, vote intention played a significant role in later issue learning. (Four tables of data, 4 figures, and 49 references are appended.) (MM)

ED 301 912 CS 506 502

Joining Hands: The Final Report of the Model Programs for Dropout Prevention.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.

PUB DATE- Dec 88

NOTE- 30p.; For related documents, see ED 293 051, ED 268 433, and ED 265 430.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Demonstration Programs; *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; High Risk Students; School Community Relationship

IDENTIFIERS- *North Carolina

This report describes three model programs in dropout prevention that were developed for three school systems, Granville, Haywood, and Wake Counties, in the State of North Carolina. The three model programs have several general characteristics in common: planning; comprehensiveness; collaboration; commitment of a wide range of people; and dropout prevention as an integral part of the overall school program. The common program elements include an interagency advisory council for dropout prevention; an educators' committee for dropout prevention; a dropout prevention coordinator on the central office staff; joint training; a written plan of action; media emphasis; and a data collection system. The report describes, in the school system's own words, each dropout prevention program. The report concludes that during the three years of implementation, the model programs for dropout prevention in Granville, Haywood, and Wake Counties have developed sound strategies to meet the needs of all youth identified as at risk. In each of the sites the entire community has been involved in the implementation process. (MS)

ED 301 913　　　　　　　　　　　　CS 506 504

Schwarz, Norbert; And Others
Mood and Persuasion: A Cognitive Response Analysis.
PUB DATE- Aug 88
NOTE- 23p.; Extended version of paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988); also presented at the International Congress of Psychology (24th, Sydney, Australia, August 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Cognitive Processes; Communication Research; Foreign Countries; Higher Education; *Persuasive Discourse
IDENTIFIERS- *Moods; West Germany

Three related experiments investigated the impact of happy and sad moods on the processing of persuasive communications. These experiments suggest that subjects in a happy mood are less likely to elaborate the content of a persuasive message than subjects in a sad mood. Sad subjects' attitudes and cognitive responses (in experiment 2, with 87 subjects) as well as their behavior (in experiment 1, with 52 subjects), were influenced by strong but not by weak arguments, whereas happy subjects were equally persuaded by weak and strong arguments, suggesting that they did not elaborate the arguments. Working on a distractor task (75 subjects in experiment 3) eliminated the advantage of strong over weak arguments under bad mood conditions, providing further support for the elaboration hypothesis. (Six transparencies used in the presentation are included, and 21 references are attached.) (Author/SR)

ED 301 914 CS 506 505

Weiss, Robert O.
Start-Up Strategies for Speaking and Listening across Disciplines.
PUB DATE- Nov 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Programs; Curriculum Development; Higher Education; Instructional Innovation; *Interdisciplinary Approach; *Listening; *Program Implementation; Speech Communication
IDENTIFIERS- *Speaking and Listening across Disciplines

To document procedures used in the early stages of introducing programs of Speaking and Listening across Disciplines (SALAD) in higher education, this descriptive report examines the "start-up" strategies for SALAD in eight institutions: Alverno College (Wisconsin), Central College (Iowa), Clarkson University (New York), DePauw University (Indiana), Hamline University (Minnesota), Ithaca College (New York), Pima Community College (Arizona), and St. Mary-of-the-Woods College (Indiana). The eight strategies examined included: (1) examining the goals of the institution through a self-study; (2) procuring financial support for the SALAD program; (3) "piggy-backing" or building upon the success of already established programs; (4) staying open to change and development in unforeseen directions; (5) utilizing task forces; (6) broadening participation through workshops; (7) seeking advice from other programs; and (8) avoiding pitfalls, such as falling into a "remedial" mode or becoming too isolated from the university community. The report notes that SALAD programs were rarely initiated by speech communication departments, but usually developed as a result of individuals' efforts within an institution. (Sixteen references are appended.) (MM)

ED 301 915 CS 506 506

Katz, Elaine Falk
Ten Proposals and One Modest Proposal for Excellence in Public Relations Practices.

PUB DATE- 13 Nov 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Public Relations Society of America (Cincinnati, OH, November 11-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ethics; *Professional Recognition; *Public Relations; Standards
IDENTIFIERS- *Excellence; Professional Behavior; Professional Concerns; *Professional Ethics

It is time to address the nature of excellence within the public relations profession. The following ten proposals can guide the profession in its search for the meaning of excellence: (1) to determine the meaning of excellence, and whether public relations practitioners desire to transcend or exceed the norms of conduct; (2) to study excellence as it relates to the management of change; (3) to study excellence in terms of leadership; (4) to seek new methods of finding and rewarding leadership; (5) to search for new types of excellence, including ethical excellence based on democratic principles; (6) to let excellence be a guiding concept for the development of a public relations philosophy based on local human facts; (7) to study secrecy and advocacy as potentially contributory problems of excellent conduct in public relations; (8) to study excellence in terms of the relationships between codes of ethics and actual behavior; (9) to study the relationship between public relations practitioners and the practice of public relations, in terms of the public's responsibility for excellence, and their accountability in communication; and (10) to include the public in the debate and rewards for public relations excellence. A final "modest" proposal is perhaps the most significant proposal for this profession: that all public relations practitioners become ethicists; that they be the voices of conscience and truth wherever they work, whatever messages they deliver; that they become advocates for ethical excellence for employers and clients and for themselves and the profession. (Twenty-three references are attached.) (MM)

ED 301 916 CS 506 509

Goodman, R. Irwin
Communication, Media and the Elderly.
Brigham Young Univ., Provo, Utah. Communications Research Center.
PUB DATE- Sep 88
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Advertising; Annotated Bibliographies; Interpersonal

Communication; *Mass Media; Mass Media Effects; Mass Media Use; Media Research; *Older Adults
IDENTIFIERS- *Media Coverage

This annotated bibliography of 76 citations and abstracts focuses on communication with, by, and about the elderly. Publications span the period from 1949 to 1987. References to convention papers and materials that have not been published have been included only if available through the ERIC Document Reproduction Service or a similar organization. Media (broadcast, print, interpersonal communication, and multiple media), research, subject, author, and journal indexes are included. (MM)

ED 301 917 EA 020 252

Psacharopoulos, George; Tzannatos, Zafiris

Education and Female Labor Force Participation.

PUB DATE- Jul 87
NOTE- 40p.; Paper presented at the World Congress of Comparative Education (6th, Rio de Janeiro, Brazil, July 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Attainment; *Education Work Relationship; Elementary Secondary Education; *Females; Foreign Countries; *Labor Force; Outcomes of Education; *Participation; *Productivity; Statistical Analysis

Statistics have created an arbitrary, confusing distinction between a labor force participant and an nonparticipant; women were relegated to a second class employment citizenship that failed to recognize household production and assigned them a lower participation rate relative to males. Despite these shortcomings, such statistics can prove useful. After a brief introduction, the second section of this paper compiles and discusses trends in female labor force participation in 136 countries. Section III reviews labor supply models helping to explain women's decision to seek jobs. Section IV explores factors possibly responsible for differences in the female labor force participation rate among countries and through time, with special emphasis on education's role. Section V examines two related questions. First, are educated women more likely to participate in the labor force than uneducated ones? Second, will educated women participate for longer periods than uneducated ones? Results suggest that education positively affects the incidence of female labor force participation and women's lifetime length of participation in the labor market. In fact, an extra year of schooling results in two more years of participation. This finding is discussed in the context of alternative policies that may increase femals' role in economic activity. Included are 27 references and appendices offering statistical data and explanations of terms. (MLH)

ED 301 918 EA 020 260

Begley, Paul T.
The Influence of Values on Principals' Problem-Solving Processes: An Empirical Study.
PUB DATE- Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Behavior Patterns; *Computer Uses in Education; Educational Innovation; Elementary Secondary Education; *Principals; *Problem Solving

This study explores the influence of personal values in problem-solving processes used by elementary school principals responding to the introduction of computers to their schools. Hodgkinson's values hierarchy was used to define actions that more rational frameworks might dismiss or explain inadequately. The hierarchy included three types of values: transrational values grounded in ethics or principles, rational values based on an individual's assessment of consequences or consensus, and subrational values related to personal preferences. Study data were collected through interiews with a school system's 15 principals and used to produce individual case studies and a cross-case analysis. Results showed that principals' personal values significantly influenced their actions, particularly when the initial decision to adopt computers was made. Most principals based their responses on values of consensus and consequences. Principals whose perceptions initially favored either ethics or personal preference seemed to shift gradually over time toward consequences. Data relating to the influence of personal values provided additional insights extending beyond those furnished by planned change, school improvement, or principal effectiveness research perspectives. Because generalization from these study data is difficult, further research is necessary to determine if the value orientations examined here are characteristic responses to the adoption of computers only or typical for most educational innovations. Included are 12 references. (MLH)

ED 301 919 EA 020 261

Wirth, Arthur G.

The Violation of People at Work in Schools.

PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Competition; *Education Work Relationship; Elementary Secondary Education; Evaluation Criteria; Futures (of Society); *School Organization; Scientific Methodology; *Teacher Evaluation; *Teaching Conditions
IDENTIFIERS- Becker (Ernest); *Foucault (Michel); *Scientific Management

According to this paper, the future will offer human beings the choice of becoming bees or architects. Although the bee-like way of treating teachers and students in schools came from American industry, the chances for shifting toward the architect/creative side may now be better in industry than in the schools. The practice of treating children's learning as a measurable production function, assuming that "teaching is teaching for tests," is shown to be crazy-making and damaging to teacher creativity. Just as industry was discovering the sociotechnical theory of work as a democratic alternative to scientific management, educational planners became even more dedicated in their search for technical fix solutions. This observation is amplified by a discussion of some empirical data collected by a group of Massachusetts teachers and by some insights of the late French social theorist, Michel Foucault. A 1986 Boston Women's Teachers Group study concluded that teachers' feelings about burnout, isolation, job satisfaction, and efficacy were rooted in school-based working relations and institutional structures. Teacher stress is an institutionally derived problem, not a result of individual personality failures. What Foucault terms the "panopticon rationale" has created a modern-day apparatus of uninterrupted examination that is destructive to true learning. (This same deskilling and degrading of work can be found in the electronic oversurveillance of individual workers.) This trend must be countered, as in Detroit, by introducing democratic socio-technical work theory in the schools. Otherwise, the bees will prevail. (MLH)

ED 301 920 EA 020 263

Stager, Mary; Leithwood, Kenneth A.
Cognitive Flexibility and Inflexibility in Principals' Problem Solving.

PUB DATE- Apr 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Cognitive Style; Decision Making; Elementary Education; *Principals; *Problem Solving
IDENTIFIERS- *Flexibility (Attitude)

While researchers can describe how some effective principals perform in some situations, little is known about what shapes their practice and what meaning they find in such practice. This report is part of a larger series exploring principals' problem-solving strategies and thought processes. This paper examines one problem-solving dimension (flexibility) as related to relatively unstructured and messy problems. The hypotheses were that (1) principals' problem-solving would demonstrate many of the same flexibility and inflexibility attributes found in problem-solving used by workers in other domains; and (2) principals demonstrating overt practices judged as highly effective would demonstrate greater problem-solving flexibility than their less effective peers. The study interviewed 22 elementary school principals (1 female, 21 male) in subsets over a 2-year period; 6 were designated as "expert" by the principals' own boards and through extensive interviewing. Results showed that several inferential "errors" (or inflexibilities) influenced by cognitive factors were made, including overweighting vividness or importance, generalizing from a small or biased sample, and overuse and misuse of theories. Inflexibility asociated with motivational influences or the principals' mood were also common. Among certain principals, there was strong evidence of cognitive flexibility, expressed in "opportunistic" planning approaches to problem-solving. "Expert" principals avoided errors, controlled their moods, and responded to opportunities in the situation. Non-experts made errors, were unable to control their moods, and were less opportunistic in the problem setting. Included are a table summarizing inflexibility and flexibility elements and 18 references. (MLH)

ED 301 921 EA 020 296

Nwanne, Andrew I.

The Perceptions of Public School Principals in the State of Texas toward Selected United States Supreme Court Decisions Concerning Desegregation Issues.

PUB DATE- 87

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Attitudes; *Desegregation Litigation; Elementary Secondary Education; *Equal Protection; *Mexican Americans; *Principals; *Public Schools; Racial Discrimination; Research Needs

IDENTIFIERS- Brown v Board of Education; *Texas

Desegregation issues continue to be the focus of court litigation in public schools. Since the "Brown v. Board of Education" decision, federal courts have consistently upheld that legally compelled racial segregation of students is a denial of equal protection under the Fourteenth Amendment. Since public school principals play a vital role in implementing court rulings, school board regulations, and state laws, their attitudes toward desegregation litigation is important. This study focused on principals' perceptions, because a 1983 study indicated that Texas schools continue to segregate Mexican-American children. The study attempts to determine the extent of agreement or disagreement toward desegregation rulings by a randomly chosen sample of 600 Texas principals. Using chi-square and other techniques, the study found that a significant percentage of principals agreed with the court decisions. Years of experience and ethnic origin were variables influencing principals' agreement or disagreement with selected court decisions. Sex, type of school, and school district size did not seem to affect agreement or disagreement. Research is needed to determine whether principals' knowledge of school law influences their level of agreement or disagreement. Included is a table analyzing principals' perceptions and seven references. (MLH)

ED 301 922 EA 020 312

Ogletree, Earl J.
A Survey of Administrators' Opinions of Merit Pay.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Job Performance; *Merit Pay; *Teacher Effectiveness; *Teacher Salaries
IDENTIFIERS- *Illinois (Chicago)

"A Nation at Risk" (1983) recommended that teacher salaries and promotions should be based on merit evaluation, not merely on experience and education, as is the current practice. Problems arise because of varying merit pay definitions and difficulties involved with judging teacher effectiveness. Researchers have found that developing objective performance measures and maintaining the necessary recordkeeping systems have proved too difficult, expensive, and time-consuming to be practical. Merit pay can also breed destructive competition and create serious morale problems. Researchers have found little evidence that merit pay promotes teaching excellence; the best way to reward superior teachers may be to give them autonomy, expanded responsibilities, and professional development opportunities. This study surveys the opinions of Chicago and Illinois educators concerning merit pay. Data were obtained via a nonnormative survey, using a 50-item forced-choice and open-ended questionnaire mailed to 250 Illinois school administrators and teachers. Responses were received from 80 teachers and 25 administrators. Overall results show that respondents' positions had the greatest influence on responses. Although 58 percent of the total sample and 67 percent of teachers rejected merit pay plans, 60 percent of administrators favored them. The majority of the sample (67 percent) felt that merit pay could not be awarded objectively. The sample also favored multiple evauators over single evaluator assessment. Both groups favored merit plans with significant teacher input on developing criteria and valued intrinsic reward alternatives. Included are nine references. (MLH)

ED 301 923 EA 020 313

Parkay, Forrest W.; Hoover, Nora L.
A Self-Assessment Procedure for Motivating Personnel To Use School and Teacher Effectiveness Research.
PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; Elementary Secondary Education; Models; *Motivation; *Professional Development; *Reading Programs; *Staff Development; *Teacher Participation
IDENTIFIERS- *Florida

Staff development programs aiming to effect meaningful change are often short-lived and fail to promote teacher growth due to (1) lack of teacher control over program content; (2) the difficulty of influencing long-term changes in teachers' classroom behavior; and (3) the problem of documenting behavior change. This paper discusses a client-centered staff development program stressing ongoing professional growth and learning currently used in reading program improvement in several Florida schools. After exploring the research-based origins of the client-centered approach, the paper presents a model providing for (1) an extensive diagnosis of present instructional problems; (2) a careful selection from among alternative methods and materials; (3) extensive teacher involvement; (4) open, direct, two-way communication; and (5) a flexible implementation schedule. The client-centered approach is oriented toward inquiry and change as an emergent process. The model is adaptive because all three stages (diagnosis, testing, and implementation) emphasizes environmental feedback and flexible planning. A particular goal is shaped as a result of feedback from all involved. A case study employing all three stages is presented to illustrate the process. The client-based approach to staff development prioritizes the process of improving teachers' decision-making skills and enhancing their professional autonomy and collegiality. Included are one figure and seven references. (MLH)

ED 301 924 EA 020 322

Preparing for Opportunities and Pitfalls...of the Future. Manpower Report No. 88-4.

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

PUB DATE- 25 May 88
NOTE- 58p.; Report presented at the Midwest Conference of the College and University Personnel Association (Chicago, IL, May 25, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Demography; *Educational Trends; Elementary Secondary Education; *Employment; *Futures (of Society); Labor Supply; Population Trends; *Social Change; Statistical Surveys; *Technological Advancement
IDENTIFIERS- *United States (Great Lakes Region)

This report presents and discusses tabular statistical data covering trends in population distribution, education, social and economic well-being, and employment in the United States and the Great Lakes region. Section I, "Population Distribution and Change," contains a map of U.S. population growth projections for 1980-2000 and three tables with estimates for civilian, ethnic group, and total U.S. and Great Lakes populations. Section II, devoted to education, covers educational attainment and enrollment, highlighting growing disparities between at-risk and White/Asian American groups. This section also discusses student academic preparation and reasons for attending a particular college and pursuing lifelong learning. Section III uses numerous tables and maps to summarize socioeconomic trends concerning Scholastic Aptitude Test scores, family income, the financial status of college-bound high school seniors, and poverty rates. One table, "The Hierarchy of Poverty," shows the decline of the two-parent family, evidenced by nearly a quarter of all American children living in poverty. Section IV discusses statistics on literacy, labor force characteristics, and employment trends. Included are 15 attachments covering various employment topics, such as performance appraisal, attracting and keeping good employees, employment policies, the changing nature of work, the great jobs mismatch, teenage employment, and the social costs of dropping out of

ED 301 925 EA 020 345

Gladin, Earl Wade
Home Education: Characteristics of Its Families and Schools.
PUB DATE- May 87
NOTE- 265p.; Ed.D. dissertation, Bob Jones University.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Beliefs; Elementary Secondary Education; Family Relationship; *Home Schooling; *Nontraditional Education; Parent Child Relationship; Parent Responsibility; Questionnaires; *Religious Education; Surveys
IDENTIFIERS- *Bob Jones University SC

This study of the characteristics of home schooling is based on returned questionnaires of 37 questions each, mailed to a random sample of 416 drawn from 6,850 families listed in the Bob Jones University Press home school mailing list. The 253 returned questionnaires, representing a 62% reponse, provided data on the characteristics of these families, the characteristics of the home schools, the opinions of the families about their homes and schools, and the relationships between the characteristics and opinions. Questionnaires were analyzed using Rbase 5000, Lotus 1-2-3, and SPSS software. Based on analysis of the findings, the following conclusions were drawn about the typical home school: (1) these home school parents were college-trained young adult professionals who lived in the suburbs, had three children, earned above-average income, were religiously motivated, and monitored television-viewing closely; (2) the home school had operated less than 3 years, the mother was the primary teacher, the students (mostly elementary and middle-school level) had previously attended either a public or a Christian school and were enthusiastic about their home school, which emphasized language arts and arithmetic and used Christian instructional materials; (3) these families started home schooling based on religious convictions and concern about the effects of peer pressure on their children; and (4) these parents were satisfied with their home schools, were not influenced by home school organizations, and were not bothered by civil authorities. Tables and figures number 86; a 13-page bibliography and a list of 59 legal citations are provided. The questionnaire is appended, along with a tabulation of results and suggested legislation to facilitate home education. (TE)

ED 301 926 EA 020 361

Gross, Susan; Furey, Sandra
Study of the Changing Role of the Elementary Principal.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Feb 87
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Role; Discipline; Educational Environment; Elementary Education; *Instructional Leadership; Job Satisfaction; *Principals; *School Administration
IDENTIFIERS- *Montgomery County Public Schools MD

This report presents a very detailed look at the elementary school principal's day-to-day activities. The executive summary highlights the study's chief findings and suggests where major problems exist. Although concerns have been raised about student behavior and discipline, results indicate that most elementary principals at the Montgomery County (Maryland) Public Schools (MCPS) can effectively carry out their roles as disciplinarians and a orchestrators of school climate. They are also doing good liaison work with parents and the community. The study did identify some pressing problems related to instructional leadership (curriculum implementation, testing, and training for new principals); staffing (allocation, selection, and evaluation); and communication among schools and central offices. Recommendations for solving these problems are contained in the summary. The report then presents a typical day in the life of an elementary school principal. The remainder of the report describes the various activities and interactions encountered by MCPS principals as they fulfill their job responsibilities. Principals are seen as instructional leaders, staff leaders, creators of school climate, disciplinarians, and community relations and special program managers. Job satisfaction levels are also mentioned briefly. Two appendices are attached. Appendix A contains graphic information concerning principals' time apportionments. Appendix B contains tables presenting detailed findings for each study issue. (MLH)

ED 301 927 EA 020 363

O'Reilly, Robert C.; Kellams, Darrell
Developing Professional Socialization in Educational Administration.
PUB DATE- 16 Aug 88
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Kalamazoo, MI, August 16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Aspiration; Career Development; *Educational Administration; Elementary Secondary Education; *Management Development; *Socialization; Theory Practice Relationship
IDENTIFIERS- *Professionalism

Socialization literature focuses on family, marriage, and children's growth characteristics, with little attention given to professional socialization--a deficiency hindering the effectiveness of many beginning administrators. A common research thread pinpoints the influence of culturally consistent adults; the aspiring administrator exposed to professionally honorable professors and mentors will supposedly prefer to become an honorable professional striving to perform work honorably and gracefully. This contemplative essay consider the possible connections between an academic department in educational administration and administrators' career expectations. Following a literature review and a summary of theories and definitions, professional performances acceptable to peers and congruent with educational administration's values are explored as basic to understanding professional community concepts. Some specific influences of work settings, models, and mentors are explored. Limitations on innovation are identified as one realistic aspect of job conflict and ambiguity. Finally, a comprehensive approach to professional socialization as a pervasive component of graduate study in educational administration is proposed. Professional socialization should be prospective, rather than retrospective or accidental. Included are 12 references. (MLH)

ED 301 928 EA 020 365

Brandt, Richard M.

Improving the Quality of Student Outcome Data Used in Career Ladder Promotion Decisions.

PUB DATE- Apr 87

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Career Ladders; Elementary Secondary Education; *Evaluation Criteria; *Incentives; Merit Pay; *Outcomes of Education; Politics of Education; *Scores; *Teacher Evaluation; Teacher Salaries

Incentive pay plans for teachers are either planned or underway in 37 states; at least 10 states tie improvements in student performance to teacher evaluation criteria. Legislatures and school boards have mandated these criteria despite educational researchers' and test specialists' warnings concerning teachers' incomplete control over learning, lack of appropriate and valid measures, a wide variety of teaching assignments preventing common testing instruments, and varying student abilities and backgrounds. Since politicians and lay leaders remain unconvinced by these arguments, educators have taken at least two approaches: (1) standardized tests of basic skills; and (2) specific learning objectives aligned with selected measures. The Danville, Virginia, program uses student outcome data relevant to specific teaching objectives and other sources to judge career ladder candidates' teaching effectiveness. A previous paper discussed the nature of student outcome measures used during the study's first year. The present paper describes and assesses (1) the effectiveness of improvement efforts concerning instructional objectives cited in career ladder promotion plans; (2) measures used to gather student outcome data; and (3) data collection, scoring, and interpretation procedures followed in the Danville program. Out of 162 district learning goals, the vast majority (142) are cognitive in nature, and only 20 goals are either affective or behavioral. Results show local cumulative and published cumulative tests as more appropriate for assessing major year-long objectives. Results for administrating and scoring measures are complex and discussed at length. Included are several figures and six references. (MLH)

ED 301 929 EA 020 378

Hanson, E. Mark

Education, Dictatorship and Democracy in Spain: An Analysis of Administrative Reform.

PUB DATE- 88
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; *Decentralization; *Democracy; *Educational Change; *Educational Cooperation; Elementary Secondary Education; Foreign Countries
IDENTIFIERS- *Regionalism; *Spain

Spain's transition from dictatorship to pacific and stable democracy without producing major national convulsions is remarkable in a world where many such attempts have been made and most have failed. Within the context of government reform, this study identifies and examines strengths and weaknesses of the regionalization process in education 10 years after the changes began. The study identifies the special characteristics of Spain's "regional problem"; the creation of 17 regional, decentralized governments intended to resolve that problem; and the forces behind discontinuing the decentralization movement until at least 1990. Data were gathered in Spain over an 8-month period, using a field study methodology. Interviews were conducted with classroom teachers, top Ministry of Education officials, constitutional lawyers, senior politicians, distinguished writers, and regional officials. Results show that 10 years after regionalism began, coordinated educational planning encompassing the Ministry of Education Council and the six Autonomous Communities with delegated authority was nearly nonexistent. Coordinated actions between the six regional systems and the Ministry were noticeably absent. Tensions between regional educational officials in historic communities and the national officials are partly responsible for division of authority problems. Worsening debts though deficit spending have not facilitated agreement. Included are 58 endnotes in Spanish and English. (MLH)

ED 301 930 EA 020 388

Richardson, M. D.
The Administrative Assessment Center: An Opportunity for Service.
PUB DATE- Jun 88
NOTE- 7p.; Paper presented at the Annual Meeting of the Kentucky Association of School Superintendents (Louisville, KY, June 8-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Administrator Selection; *Assessment Centers (Personnel); Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; *Management Development; Principals
IDENTIFIERS- National Association Secondary School Principals; *Western Kentucky University

In 1988, the Department of Educational Leadership at Western Kentucky University (WKU) established the Western Kentucky Assessment Center, sponsored by the National Association of Secondary School Principals (NASSP). This document provides an overview of the history and methods of NASSP assessment centers, followed by a discussion of costs to participating districts. Participation is recommended for districts because of the need for objective data regarding potential administrators, and the participation of practicing principals in developmental activities is identified as a critical component. The paper concludes with a brief discussion of the success of assessment centers elsewhere. (TE)

ED 301 931 EA 020 406

Chambers, Jay G.; Parrish, Thomas B.

The RCM: A Resource Management and Program Budgeting Approach for State and Local Educational Agencies.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 271p.
GRANT- FY84-NIE-G-83-0003

LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Budgeting; *Computer Simulation; Computer Software; Cost Estimates; *Decision Making; Educational Administration; *Educational Resources; Elementary Secondary Education; Expenditures; Financial Policy; Information Systems; *Management Information Systems; Management Systems; *Models; Multivariate Analysis; Operating Expenses; Payroll Records; *Systems Analysis; Unit Costs
IDENTIFIERS- Resource Cost Model

The Resource Cost Model (RCM) is a resource management system that combines the technical advantages of sophisticated computer simulation software with the practical benefits of group decision making to provide detailed information about educational program costs. The first section of this document introduces the conceptual framework underlying the development and use of the RCM and includes illustrations of the kinds of information produced by the program: summary cost data; total and average costs of educational services; resource costs and quantities by program, service, and object; and budget reports. The second section presents a classification scheme for describing programs and services and illustrates how this classification scheme can be used to develop descriptions, labels, names, and codes for programs and services and for payroll schedules and cost analysis. The final section provides instructions on how to install and run the RCM computer simulation. Appended are file formats, samples, and worksheets. (TE)

ED 301 932 EA 020 411

Hornsby, H. Heyward
Education and the Economy.
PUB DATE- Nov 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Southern Regional Council for Educational Administration (Gatlinburg, TN, November 8-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; *Economic Change; *Economic

Development; Economic Factors; Economic Progress; Educational Change; Educational Policy; Educational Practices; Educational Principles; *Educational Trends; Elementary Secondary Education; Foundations of Education; Postsecondary Education; *Role of Education

This paper deals with the relationship between education and the decline in economic growth in the United States. Through lower costs, newly developed technology, and foreign capital, third world countries have developed competitive industrial capacities which intensify competition in markets the United States once dominated. Several high tech areas in America that have lost their competitive position are mentioned: steel, automobilies, and textiles. The nation's educational system was one of the significant contributors to the economic success of the United States in the first half of the 20th century. Both quality of the work force and the ability to produce scientific and technological development are highly, perhaps totally, dependent on education, and particularly training in math and science. Edward Denison, of the Brookings Institution, is cited as one of the pioneers in the research to identify and estimate the role of education in United States economic growth. Learning is seen as not simply preparation for work, but as a permanent part of work and adulthood and key to growth of enterprises and the national economy. Educators and other public policymakers face a challenge to understand and react to the current economic conditions and the resulting impact on the public education system. Appended are 13 references. (SI)

ED 301 933 EA 020 420

Tyree, Alexander K., Jr.
Belonging and Work Control in Two Suburban Public High Schools and Their Effects on Teacher Engagement.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
GRANT- G-008690007
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; High Schools; Interprofessional Relationship; Interviews; *Professional Autonomy; *Secondary School Teachers; Sex Differences; *Socialization; Suburban Schools; *Teacher Attitudes; *Teacher Morale; Teacher Motivation; Teacher Participation; *Teacher Response; Teaching (Occupation); Teaching Conditions
IDENTIFIERS- *Teacher Engagement

This paper shows how, in two suburban high schools, Cherry Glen and Pinehill, teachers' work control interacted with normative and social integration in their effect upon teachers' engagement with their work. In each school, a two-person team initially observed, and later interviewed, eight teachers in English, math, foreign language, social studies, and science departments. The core sample of 16 teachers' interviews was supplemented by classroom observations, as well as additional short interviews with 10 other teachers or counselors at each school. After an initial review of the literature on teacher engagement, a brief account of the methodology, and contrasts between the school district communities and teachers, an extended discussion ensues of findings from each school. The first general topic is normative and social integration of teachers, which includes such topics as participation, curriculum adherence, teacher camaraderie, technical updating, content/skills focus, and professional engagement. The second topic is the teachers' work control, which includes control of instruction and control of intrinsic rewards of teaching. (In the section on Pinehill School, gender-related differences in teacher engagement and control are also extensively discussed.) The final part of each section discusses the relationship between normative and social integration, work control, and professional engagement. The findings of this paper do not support reform proposals that would call for using universal increases in either work control or social integration as levers to increase teachers' engagement in all schools. They do, however, support reforms that take into account the complexities of actual school relationships. A bibliography of 52 items is included. (TE)

ED 301 934 EA 020 425

Reitzug, Ulrich C.
Efficacy and Accountability in Organizations.
PUB DATE- Apr 87
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Frice - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Comparative Analysis; Elementary Secondary Education; Employer Employee Relationship; Feedback; *Management by Objectives; *Management Systems; Meta Analysis; Organizational Communication; Organizational Development; *Organizational Effectiveness; Organizational Objectives; Personnel Evaluation; *Productivity

This study examined the relationship among accountability, efficacy, and organizational effectiveness by integrating findings from 17 research and development reports on Management by Objectives (MBO), an intervention that incorporates elements and processes of both accountability (goal-setting, measuring and monitoring, feedback) and efficacy (subordinate participation and interaction with supervisors). Findings from the reports were qualitatively integrated using propositional analysis, a technique that traces findings, generalizations, and recommendations and recasts them in ways that are relevant to the study. While these findings indicate a generally positive effect of MBO on productivity and attitudes, the study revealed four elements and processes in MBO that have been linked with efficacy: participation, interaction between supervisors and subordinates, managerial support, and positive reinforcement. While MBO programs generally lead to improved productivity and attitudes, several factors leave the cause of the gains open to interpretation: the frequent absence of control groups, a failure to note specific management philosophy behind each MBO program, a lack of description of the implementation process and its effects, and a lack of detail about day-to-day decision making and its effects. A 24-item bibliography is included and 10 tables from the study are appended. (TE)

ED 301 935 EA 020 433

Lafleur, Clay
Educational Research Ethics: A Discussion Paper.
PUB DATE- Jun 87
NOTE- 13p.; Paper presented at the Spring Conference of the Association of Educational Research Officers of Ontario (Toronto, Ontario, June 5, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; *Codes of Ethics; Confidentiality; Disclosure; *Educational Research; Elementary Secondary Education; Ethics; Ethnic Bias; Information Utilization; Legal Responsibility; *Research Problems; *Research Utilization; Sex Bias; *Standards; Values

Educational researchers should be aware of the general consensus of the research community as to what is proper and improper in the conduct of educational research, since there is as yet no explicit code of ethics. Accordingly, this paper examines existing ethical standards to initiate discussion of issues specific to the educational research enterprise. The introduction discusses existing legislative and legal guidelines for educational research in the United States and Canada, followed by ethical principles endorsed by other social science disciplines. This is followed by indepth discussion of the following key issues that require the attention of educational researchers: (1) the rights of participants; (2) feasibility; (3) confidentiality; (4) full and frank disclosure of research findings; (5) elimination of bias on the basis of race, sex, and minority characteristics; (6) the use and misuse of data banks; (7) impartiality; and (8) professional responsibility in the conduct of research. (TE)

ED 301 936 EA 020 466

Donaldson, Gordon A., Jr.; Seager, Andrew
Field-Initiated Administrator Competency Development: A Pilot Experience.
PUB DATE- Apr 88
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Appendices may reproduce poorly due to broken and blurred print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrator Evaluation; *Administrator Qualifications; *Administrators; *Certification; Elementary Secondary Education; Field Experience Programs; *Internship Programs; Professional Education; *State Legislation
IDENTIFIERS- Administrator Action Plan (Maine); Maine

Maine Bill L.D. 1228, passed in June 1985, changed the groundrules for administrator certification, giving district-based administrators and others (as opposed to universities) the planning, support, and review authority over competency development of candidates for administrator certification or recertification. Between July 1985 and September 1987, three multi-dimensional sites tested the new law. This paper focuses on three questions that arose from these pilot attempts to place the responsibility for the development of administrator competencies in the hands of local collegial teams: (1) How did those responsible for certification or renewal assess the candidates' existing competencies at the outset of the project? (2) How were the growth plans conceived and carried out? and (3) What procedures were used to assess the outcomes of the development process, and was there evidence of growth that could serve as a basis for certification decisions? Findings showed that Maine administrators and aspirants to administration were unable to make the Administrator Action Plan work cleanly for three reasons. First, field-based assessment teams lacked a common conceptual model for administrative competency against which to define and measure performance. Second, practicing administrators did not have time to provide continuous, first-hand observation of performance and personal feedback to candidates. Finally, the field-based administrator certification programs were afflicted with ambiguity about their goals. Nevertheless, the pilot programs did provide collegial networks the support and responsibility for professional growth, and were therefore valued by participants. (TE)

ED 301 937 EA 020 493

Deonanan, Carlton R.; Deonanan, Venus E.
Applied Ethics and the Humanistic Tradition: A Comparative Curricula Approach.
PUB DATE- Oct 88
NOTE- 43p.; Paper presented at the Annual Interdisciplinary Conference of the Society of Educators and Scholars (13th, Miami Shore, FL, October 7-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English Literature; *Ethical Instruction; *Ethics; *Leadership; Moral Development; *Moral Values; Philosophy; Psychology; Religion; World History; World Literature

This research work investigates the problem of "Leadership, and the Ethical Dimension: A Comparative Curricula Approach." The research problem is investigated from the academic areas of (1) philosophy; (2) comparative curricula; (3) subject matter areas of English literature and intellectual history; (4) religion; and (5) psychology. Different interpretations of "ethical value" are given by the following philosophers and scientists: Plato, Aristotle, Hume, Freud, Sartre, Santayana, Dewey, Marx, Mill, Nietzsche, Stevenson, and Ducasse. A survey of English literature shows a common trend with respect to the ideas, human behavior, and institutional structures of ethical value. Basic themes and ideas are listed. Several world literature sources are also cited and analyzed to better understand ethical and moral principles, among them Tolstoy, Sophocles, Milton, and Goethe. The positive trends that contribute to leadership and the ethical dimension are in harmony throughout the globe. Listed are some of the psychological principles that apply to the teaching/learning process in the fostering of leadership and the ethical dimension with respect to world literature. This research work concludes that there are universal principles of goodness in contrast to wickedness, and the individuals who follow the principles of ethics continue to prosper in every way. Appended are recommendations, basic concepts, and 60 references. (SI)

ED 301 938 EA 020 498

Licata, Joseph W.; Ellett, Chad D.
Towards a Clinical Induction System for School Principals.
PUB DATE- Oct 88
NOTE- 23p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Cincinnati, OH, October 28-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; Higher Education; *Management Development; *Principals; Professional Development; Professional Education; *Professional Training; *Supervisory Training; Trainees; *Training Methods; Training Objectives
IDENTIFIERS- *LEAD Program; Louisiana State University

This paper explains the clinical induction experience for beginning school principals. It reflects two themes: emphasis on supervised practice and demonstrated competence as well as networking and collaboration among stakeholders. Generally, it describes the intricacies of an experimental program developed by Louisiana State University faculty in coordination with four other Louisiana institutions of higher learning, and representatives of the public sectors and public and private schools, all funded by the national Leadership in Educational Administration Development (LEAD) program. Undergirding the program's intentions is the desire to develop a more relevant set of instructional activities that capitalize on the new principals' first work context and to further research and development into more appropriate and realistic beginning principal induction models. Specifically, it recounts the program's origins; explains its objectives and procedures; justifies and clarifies student assessment rationale and policies; describes leadership development activities including but not limited to field-based experiences, seminars, and coursework; examines principal planned seminars; and discusses ongoing and postassessment program evaluation. (JAM)

ED 301 939 EA 020 499

Azumi, Jann E.
Environmental Factors Influencing School Organization.
PUB DATE- Apr 88
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Environment; *Educational Improvement; Elementary Secondary Education; *Organizational Change; *Organizational Effectiveness; Public Schools; *School Effectiveness; *School Organization
IDENTIFIERS- Open Systems Theory

This paper hypothesizes that both the structure and function of school systems are influenced by the following environmental factors: the institutional division of labor, the degree of homogeneity, the degree of stability, the degree of competition, and the amount and source of funding. Support for the hypotheses relies on open systems theory and focuses on the nature of relationships between environmental and organizational factors as to better understand the differences in school organization and the difficulties involved with implementing school reforms. Five pages of references are provided. (JAM)

ED 301 940 EA 020 500

Mitchell, Stephanie
Applications of the Concerns-Based Adoption Model in Program Evaluation.
PUB DATE- Apr 88
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Change Strategies; *Educational Assessment; *Educational Diagnosis; Elementary Secondary Education; Evaluation Methods; *Formative Evaluation; Information Utilization; Inservice Teacher Education; *Program Evaluation; Program Implementation
IDENTIFIERS- *Concerns Based Adoption Model

This paper describes the use of a theory-based framework, the Concerns-Based Adoption Model (CBAM), in evaluating the implementation of three educational innovations in the Portland (Oregon) Public Schools during 1986-87: (1) Project READ, a districtwide alternative language arts program for grades 1-8; (2) Timeline, project management software for Evaluation Department planning, and (3) a K-8 social studies inservice program in a cluster of schools. It investigates the uses of three diagnostic dimensions of CBAM: Innovation Configurations (IC), Stages of Concern (SoC), and Levels of Use (LoU), and discusses their function in planning, monitoring, and evaluating these educational programs. The experience of using the Concerns Based Adoption Model in formative evaluation of these programs indicates that it can assist the evaluator in defining program elements and interpreting related teacher concerns and use, and that the data can guide the program staff in monitoring clients' use of the innovation, designing practical intervention strategies, and confidently attributing outcomes to the program. A bibliography is included, and instrumentation is appended. (TE)

ED 301 941 EA 020 501

Building Character in the Public Schools. Strategies for Success. NSBA Leadership Reports, 1987-2.

National School Boards Association, Alexandria, VA.

PUB DATE- 87
NOTE- 66p.
AVAILABLE FROM- Publication Sales, NSBA, 1680 Duke Street, Alexandria, VA 22314 ($9.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Board of Education Policy; Board of Education Role; Boards of Education; Change Strategies; Community Involvement; Educational Development; Elementary Secondary Education; *Moral Development; *Moral Values; *Personality Development; Personality Traits; *Program Development; Program Effectiveness; *Public Schools; School Policy

The National School Boards Association proposed to the United States Department of Education a project, "Building Character in the Public Schools," designed to enhance character development in the schools through involvement of more than 15,000 local school boards in this country. The project had two overall goals: to heighten national awareness of the importance of character development programs in local public schools to the continued success and stability of American society; and to encourage the establishment and improvement of character development programs in public elementary and secondary schools. The first chapter deals with the triggering conditions and problems surrounding this problem. Chapter 2 reflects on several approaches to the definition of character education. The remaining chapters describe the methods that boards desiring to respond to this issue can take to ensure development of effective character education policies and programs in their school systems. Policy development guidelines and implementation procedures relevant to character building in the public schools are listed. Appended are: (1) a list of resources; (2) 16 different sample policies; and (3) sample implementation aids. (SI)

ED 301 942 EA 020 502

Mitchell, Stephanie
Improving Instructional Decision Making: The Relationship between Level of Use of Evaluation and Student Achievement.
PUB DATE- Apr 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Decision Making; Educational Improvement; Elementary Secondary Education; *Evaluation Utilization; Outcomes of Education; *Personnel Management; *Summative Evaluation; *Teacher Evaluation; Teacher Improvement; Teacher Supervision
IDENTIFIERS- Concerns Based Adoption Model

The research described in this paper was designed to assess how evaluative data were used in instructional decision making in the Portland (Oregon) Public Schools. Using the Level of Use of an Innovation (LoU) interview, a component of the Concerns-Based Adoption Model (CBAM), along with data from the Portland Achievement Levels Test (PALT), the study assessed the relationship between evaluation use and student achievement, the correlation between high-achieving schools and the frequency and effectiveness of evaluations, and the factors of evaluation that link it with improved school achievement. Thirty-six principals and 82 teachers in grades 3-8 were randomly selected for interview by 9 certified LoU interviewers. The interviews focused on four key components of the use of PALT evaluative data: (1) the use of student achievement reports; (2) the use of school administrative reports; (3) the role of evaluation reports in decision making; and (4) the decision situations where evaluation reports are used. Results are reported and tabulated for each of the four research questions. The use of evaluation was found to have a significant effect on 93 percent of the 126 teachers and administrators interviewed; these findings suggest that inservice support is needed to develop knowledge and skills in evaluation use, that personality traits may be a factor in movement of individuals to higher levels of use, and that the Level of Use interview technique produces rich descriptive information on how individuals use evaluative data in instructional planning and decision making. A bibliography is included and instrumentation is appended. (TE)

ED 301 943 EA 020 503

Levinson, Cynthia Y.; Cummings, J. R.

Education Planning in Texas: Long-Range Plan of the State Board of Education for Texas Public School Education, 1986-1990 and Implementing the Master Plan for Vocational Education.

PUB DATE- Apr 88
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Educational Planning; Elementary Secondary Education; Program Development; Program Effectiveness; *Program Evaluation; Program Implementation; Program Improvement; Public Schools; *School Community Programs; *Vocational Education
IDENTIFIERS- *Texas

This document on state-level planning for education in Texas by the Texas Education Agency consists of two papers. The first focuses on the long-range plan of the State Board of Education for Texas public school education. The paper summarizes this plan, describes the process by which it was developed, and analyzes the status of its implementation to date. The second part centers on the Master Plan for Vocational Education, describing its development, organization, and salient features as well as providing a status report on the Master Plan's implementation. The report was initiated as a summative evaluation of goals, actions, and new directions taken by the agency indicating both the level of activity in responding to these plans, and some results of their implementation. (JAM)

ED 301 944 EA 020 504

McIntyre, Kenneth E.

How To Increase the Assistant Principal's Effectiveness. Tips for Principals from NASSP. November 1988.

National Association of Secondary School Principals, Reston, Va.
PUB DATE- Nov 88
NOTE- 4p.
AVAILABLE FROM- Publication Sales, NASSP, 1904 Association Drive, Reston, VA 22091 ($1.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Effectiveness; *Assistant Principals; Elementary Secondary Education; *Instructional Leadership; *Leadership Responsibility; Leadership Training; Management Development; *Principals; Public Schools; *School Based Management

This bulletin provides principals with tips concerning how to increase their assistant principals' effectiveness. It explains a four-part process to accomplish this task. First, principals must select the right person based on qualifications that meet the school's profile. Second, they must furnish needed training in self-assessment, goal setting, data gathering, and program evaluation for both formative and summative purposes. Third, principals must shape the job in order to meet school and district goals and objectives. Finally, they must integrate their assistant principals, once hired, into management and leadership roles by delineating their share of responsibilities in planning, organizing, and facilitating schoolwide functions. (JAM)

ED 301 945 EA 020 505

Lehman, Paul R.
What's New in Music Education.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Nov 88
NOTE- 6p.
AVAILABLE FROM- Publication Sales, NASSP, 1904 Association Drive, Reston, VA 22091 ($1.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Selection (Students); Curriculum; *Curriculum Enrichment; *Educational Trends; *Elective Courses; Graduation Requirements; *Music Education; Public Schools; *Required Courses; Secondary Education
IDENTIFIERS- *Music Educators National Conference

The appearance of a graduation requirement in the arts has focused attention on public school systems to provide comprehensive music education coursework. As a result, this report discusses trends in secondary music education course requirements, suggests strategies for implementing a meaningful music curriculum, cites obstacles to expanding music coursework, and provides a rationale supporting increased student access to music education. It also lists examples of successful general music offerings for high school students, including a description, school address, and contact person (10 items). (JAM)

ED 301 946 EA 020 506

Hooper, Susan
Alcohol and Drugs in the Public Schools: Implications for School Leaders.
National School Boards Association, Alexandria, VA.
PUB DATE- Apr 88
NOTE- 69p.
AVAILABLE FROM- Publication Sales, NSBA, 1680 Duke Street, Alexandria, VA 22314 ($15.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Alcohol Education; Boards of Education; Community Involvement; *Drug Abuse; *Drug Education; Drug Legislation; Due Process; Educational Environment; Educational Objectives; Elementary Secondary Education; *Prevention; Privacy; Public Schools; Questionnaires; School Surveys; Smoking

This report presents an update of the facts surrounding adolescent alcohol and drug abuse and provides resources to assist school boards in developing effective school policies addressing the problem. The prevalence of drug and alcohol use among young people is demonstrated by the results of a survey of the high school class of 1986. Areas of concentration in the survey were cigarette use, alcohol use, and drug abuse education. The physiological and psychological effects of drug and alcohol abuse are explained. Rules against use, possession, sale and distribution of alcohol and drugs, and samples of intervention and prevention policies are included. Emphasized are ways to involve the community and tap into resources that will benefit the educational atmosphere of schools by reducing the incidence of alcohol and drug abuse. Legal issues that should be considered include unreasonable search and seizure under the Fourth Amendment to the United States Constitution; police involvement; and due process of the law protection for students and employees. Appended are (1) two bar graphs of trends in illicit drug use by seniors; (2) a glossary of terms; (3) tips on conducting local surveys of student drug and alcohol use; (4) a drug usage prevalence questionnaire; (5) a curriculum overview on preventing substance abuse; (6) four school chemical abuse policies; (7) undercover drug operations in schools; and (8) a sample policy of investigations and arrests by police. (SI)

Communicating Change: Working towards Educational Excellence through New and Better School District Communication.

National School Boards Association, Alexandria, VA.

PUB DATE- 88
NOTE- 60p.
AVAILABLE FROM- Publication Sales, NSBA, 1680 Duke Street, Alexandria, VA 22314 ($20.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Boards of Education; *Change Strategies; Collective Bargaining; *Communication Problems; Decentralization; Decision Making; *Educational Change; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Public Schools; School Districts; Teacher Education; Unions

Members of the National School Boards Association Commission on New Communication in Public School Educational Operations met during the fall of 1987 and winter of 1988 for discussions of the communications issues facing schools and the obstacles to solving them. Out of these talks came a series of broad recommendations on how best to work toward educational excellence through improved communication. The first chapter discusses recommendations for improving teaching as reviewed in several reports: "A Nation at Risk" (1981); "A Nation Prepared: Teachers for the 21st Century" (1986); and "Tomorrow's Teachers" (1986). The second chapter proposes mechanisms for change using union and nonunion mechanisms as well as better communications efforts. The third chapter is a review of selected local and state efforts underway around the country that seem to be producing results. Chapter 4 identifies the "enemies" of change at work in most school districts: high reform costs, shifts of authority, and assessment and adjustment of change. In the final chapter, seven recommendations are aimed at assisting school board members and others with an interest in examining, evaluating, and implementing collaborative partnerships that enhance communications within school districts and improve education operations. Appended are (1) education reform report recommendations; (2) funding sources; and (3) a 138-item bibliography. (SI)

ED 301 948 EA 020 509

Dunn, Rita; Griggs, Shirley A.
Learning Styles: Quiet Revolution in American Secondary Schools.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-209-5
PUB DATE- 88
NOTE- 86p.
AVAILABLE FROM- Publication Sales, NASSP, 1904 Association Drive, Reston, VA 22091 (Stock No. 2108806; $7.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; *Cognitive Style; Educational Change; Experimental Teaching; Leadership Styles; Learning Modalities; Learning Problems; *Learning Processes; *Learning Strategies; Secondary Education; *Teaching Methods; *Teaching Styles; *Theory Practice Relationship

Case study observations and analyses of learning styles in U.S. secondary schools comprise the crux of this monograph. The text provides testimony to the accomplishments of schools actually integrating differentiated learning styles into their diverse educational programs and concomitant coursework. With the notion that learning style provides important insights into the ways individual students process information, this research documents the implementation of learning styles successfully in 12 schools. The schools are of many varieties: public and private (including parochial and nonsectarian); rural, suburban, and urban schools both large and small; an alternative program; and a university-affiliated laboratory school. In addition to the 12 case studies, learning styles are defined and effective leadership and management strategies facilitating learning styles' applications are diagnosed. A reference list of 8 pages and an annotated bibliography of 21 items are included. (JAM)

ED 301 949 EA 020 511

Neal, Richard G.
School Based Management: An Advanced Model.
PUB DATE- Nov 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Negotiators and Contract Administrators (8th, San Francisco, CA, November 13-16, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; Administrators; *Decentralization; Decision Making; Educational Development; Educational Planning; Elementary Secondary Education; Management Systems; Participative Decision Making; *Principals; Public Schools; School Administration; *School Based Management; *School Organization; *School Policy
IDENTIFIERS- *Virginia (Prince William County)

This report defines and describes an advanced model of school-based management in Prince William County, a suburban district considered to be part of the Washington, D.C., metropolitan area. It documents the shift from a "top-down" to a "bottom-up" school-based management approach based on input from parents, teachers, students, and principals within a framework of school board policy and administrative regulation; reviews five pilot school-based management plans and the concomitant functions of administrators, especially principals; summarizes the strengths and limitations inherent in implementation and realization; and predicts the changing roles of the school board and central staff as they relate to school-based management. (JAM)

ED 301 950 EA 020 512

Corbett, H. Dickson; D'Amico, Joseph J.
Context and Change: A Training Program for School Improvement.
Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE- Jan 87
NOTE- 183p.
AVAILABLE FROM- Publication Sales, Research for Better Schools, 444 N. 3rd Street, Philadelphia, PA 19123 ($24.95; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Improvement; Educational Quality; Elementary Secondary Education; Program Guides; Research and Instruction Units; *School Organization; Training Methods

This program has been developed to train those who would direct educational improvement and change efforts. This training program was written to transfer the findings of research described in "School Context and School Change: Implications for Effective Planning" by Corbett, Dawson, and Firestone (1984, Teachers College Press) to practice. Six training sessions were developed. As a whole, the sessions help participants understand school organization and its impact on both the change process and field agent behavior. Individually, the sessions focus on different aspects of school organization, the change process, field agent activities, and the interaction among them. The training sessions developed are: (1) school context and school change; (2) site influence on the field agent; (3) planning and participation; (4) spreading change; (5) promoting lasting change; and (6) getting started. Each session begins with a trainer's overview that identifies the session's purposes, outlines its goals and activity sequence, and provides an estimate of the amount of time that should be devoted to the session's guidelines. Following the overview are the presentations, skill development exercises, and case studies to be used in the sessions. Masters for handouts are provided at the end of each section. (SI)

ED 301 951 EA 020 514

A Resource Manual for Dropout Prevention and Recovery Programs.
Georgia State Dept. of Education, Atlanta.
PUB DATE- Jun 88
NOTE- 520p.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperative Planning; *Cooperative Programs; *Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropout Rate; Dropout Research; Dropouts; Elementary Secondary Education; Student Alienation; *Teacher Administrator Relationship
IDENTIFIERS- *Georgia

The main purpose of this document is to facilitate the reduction of the Georgia dropout problem by promoting collaboration and networking among educators, school administrators, and program directors. The information presented in this manual reflects the unique needs and goals of the State of Georgia. Nine sections comprise this text, which includes a statement of the problem nationwide, elements of successful dropout programs, statement of the problem in Georgia, effective school climate programs, inschool suspension programs, discipline programs, a Georgia directory of state-level programs, and a Georgia directory of school-level programs. The appendices provide a summary of national findings on dropouts, school noncompletion rates, state-by-state freshman nongraduation rates, federal legislation and funding, variables affecting dropouts, the Georgia formula for identifying dropouts, Georgia graduation rates, student discipline procedures, an instrument for evaluating local dropout prevention programs, an index of Georgia programs by district, and suggested readings. (JAM)

ED 301 952 EA 020 515

Administration/Organizational Arrangements. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).

Michigan State Board of Education, Lansing.

PUB DATE- Aug 86

NOTE- 37p.; Reprinted with permission from NDN's "Educational Programs That Work," 12th Edition; see ED 266 134.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Administrative Organization; Educational Practices; Educational Strategies; Elementary Secondary Education; *Federal Aid; Financial Support; *Organizational Climate; Program Content; Program Costs; *Program Descriptions; School Districts; *School Organization; *Validated Programs

IDENTIFIERS- National Diffusion Network

This booklet is a collection of proven exemplary educational programs and practices from the National Diffusion Network (NDN) of Michigan. As part of a two-part series, this publication covers administration and organizational arrangements. The NDN facilitates the exchange of information between the developers of successful projects and adopting districts. Many of the projects receive federal funding as Developer Demonstrators to provide teacher training, materials, and technical assistance to those who adopt their programs. Through the State Facilitator Project, the Michigan Department of Education is the principal link between Developer Demonstrators and those adopting new programs. The information contained in this booklet presents descriptions of educational programs that have been successful. These projects have been developed by individual school districts throughout the nation, in response to their local needs. The introductory pages contain an alphabetical table of contents, an index of programs by category, and an index of programs by grade levels. Thirty-four projects are described in terms of audience, description, requirements, costs, services, and/or contacts. (SI)

ED 301 953 EA 020 516

Alternative Schools/Programs. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).

Michigan State Board of Education, Lansing.

PUB DATE- Aug 86

NOTE- 31p.; Reprinted with permission from NDN's "Educational Programs That Work," 12th Edition; see ED 266 134.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Educational Practices; Educational Strategies; Elementary Secondary Education; *Federal Aid; Financial Support; *Nontraditional Education; Program Content; Program Costs; *Program Descriptions; School Districts; *Validated Programs

IDENTIFIERS- National Diffusion Network

This booklet is a collection of proven exemplary educational programs and practices from the National Diffusion Network (NDN). As part of a two-part series, this publication covers alternative schools and their programs. The NDN facilitates the exchange of information between the developers of successful projects and adopting districts. Many of the projects receive federal funding as Developer Demonstrators to provide teacher training, materials, and technical assistance to those who adopt their programs. Through the State Facilitator Project, the Michigan Department of Education is the principal link between Developer Demonstrators and those adopting new programs. The information contained in this booklet presents descriptions of educational programs that have been successful. These projects have been developed by individual school districts throughout the nation, in response to their local needs. The introductory pages contain an alphabetical table of contents, an index of programs by category, and an index of programs by grade levels. Twenty-six programs are described in terms of audience, description, requirements, costs, services, and/or contacts. (SI)

Hansen, Barbara J.; Marburger, Carl L.
School Based Improvement: A Manual for District Leaders.
National Committee for Citizens in Education, Columbia, Md.
REPORT NO.- ISBN-0-934460-32-9
PUB DATE- 88
NOTE- 81p.
AVAILABLE FROM- Publication Sales, NCCE, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044 ($35.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Board of Education Role; Change Strategies; Educational Change; *Educational Improvement; Educational Quality; Elementary Secondary Education; *Excellence in Education; Research and Instruction Units; *School Districts; Superintendents
IDENTIFIERS- National Committee for Citizens in Education

This manual is intended to be a how-to guide for school district leaders who want to begin using a school-based approach to improve the quality of education in their districts. The manual provides a brief review of the school-based improvement process--what it is and the rationale for using it. One section deals with implementing school-based improvement ideas. This guide will help to identify the people who are key to instituting school-based improvement: district superintendents, boards of education, district staff, parents, community members, teachers, and principals. A variety of strategies used to gain support are provided: districtwide, pilot, school selection, and selecting and training facilitators and councils. Another section points out the steps needed to move into and institutionalize a school-based improvement approach. Guidance on avoiding common pitfalls is offered. Appended are (1) key presentation points and transparency designs for an orientation to school-based improvement; (2) a model memorandum of agreement; (3) examples of needs assessment instruments; and (4) 17 references. (SI)

ED 301 955 EA 020 522

Ellis, Thomas I.
Training K-8 Principals. Research Roundup; Volume 5, No. 1, November 1988.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 6p.
CONTRACT- OERI-R-86-0003
AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Administrator Education; Elementary Education; *Inservice Education; Leadership Training; *Management Development; *On the Job Training; *Principals; Professional Training; Supervisory Training; *Training Methods; Training Objectives

Five selections summarize training methods for the principalship from the perspective that cognizance of the complexities of being a principal arises from practice, thus experiential learning should be incorporated into preservice and inservice training programs. The first selection, "Making Sense of Principals' Work," by Kent Petersen, is a straightfoward analysis describing the complexities of a typical elementary school principal's work day. Petersen's observations are borne out by John Daresh's research paper, "The Beginning Principalship: Preservice and Inservice Implications," and William Johnson's and Karolyn Snyder's piece, "Instructional Leadership Training Needs for School Principals." They identify principal learning needs for more comprehensive and systematic school leadership preparation. Vivian Clark's "The Effectiveness of Case Studies in Training Principals, Using the Deliberative Orientation" shows a "hand-on" case study simulation approach to training principals that conveys the job's sophistication. Bruce Barnett offers another training model in "Peer-Assisted Leadership: Using Research To Improve Practice." Providing principals the opportunity to analyze their own behaviors in cooperation with a partner confronting the same kinds of challenges increases the trainee's reflective processes. (JAM)

ED 301 956 EA 020 524

Crosby, Bobby L.
School Financing in South Carolina, Recent Legislation and Funding Approaches.
PUB DATE- May 88
NOTE- 19p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Boards of Education; Bond Issues; Change Strategies; Educational Benefits; *Educational Finance; *Educational Legislation; Elementary Secondary Education; Fees; *Financial Support; Fiscal Capacity; Public Schools; *School Districts; School Taxes; Tax Effort
IDENTIFIERS- *South Carolina

This paper discusses five scenarios that have had an impact on school finance in the state of South Carolina during recent years. These scenarios include (1) the Education Finance Act of 1977 (EFA); (2) the Education Improvement Act of 1984 (EIA); (3) the issue of fiscal independence; (4) school fees; and (5) school bonds. The EFA was designed to provide a means of implementing a financial support system that would result in more equitable educational opportunities in all South Carolina school districts. Eight major elements of the EFA are summarized. The EIA was responsible for numerous changes in South Carolina schools and a one-cent sales tax increase was enacted to pay for its implementation. Seven action initiatives embraced by the EIA plan are discussed. Fiscal independence is discussed in terms of educational benefits, the school district board's responsibility, limited fiscal independence, a "statutory cap" limitation, and school districts with no taxing authority. Appended are nine references and a listing of fiscal authority of school districts. (SI)

ED 301 957 EA 020 525

Duncan, John W.
Academic Accountability and State Intervention.
PUB DATE- 9 Dec 88
NOTE- 26p.; Speech given before the Annual Meeting of the California School Boards Association (Los Angeles, CA, December 9, 1988).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Change; Change Agents; *Educational Change; Elementary Secondary Education; *Government School Relationship; Prediction; Program Effectiveness; Public Schools; School District Autonomy; *State Programs; *State School District Relationship
IDENTIFIERS- *California; *New Jersey (Jersey City)

This speech discusses the national emerging trend toward state intervention in local educational processes as part of the academic accountability movement. It provides examples of reforms and improvements whereby state intervention furnished local school improvement. The address focuses on state intervention in Jersey City, New Jersey; predicts the nature of change from local to state control; and speculates how local actors in the state of California will redefine their oversight and policymaking roles in the wake of such change. (JAM)

ED 301 958 EA 020 529

Wynne, Edward A.
Principals' Principles as Roots of School Change. (Also Titled "Turning It Around").
PUB DATE- Apr 88
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Change; Catholic Schools; Change; *Change Agents; *Change Strategies; *Conflict; *Conflict Resolution; Elementary Secondary Education; Leadership; *Leadership Responsibility; Politics of Education; *Principals; Private Schools

This case study exemplifies the particular challenges, successes, and failures a principal faced in coping with a small Catholic school's diverse problems and publics. Names were changed to ensure confidentiality. School policy and administrative leadership are discussed in terms of a principal's interaction with an embattled school board, skeptical parents, and dissatisfied teachers. Generally, relative incongruence among the school's varied

socioeconomic constituencies--internal and external--is documented. Specifically, this paper describes the change strategies a principal used to stabilize an unstable school environment, including but not limited to employee dissonance, labor unrest, staff turnover, ideological confrontations about the direction of "professional" development, and racial disharmony. A mix of firm goals and expectations, conflict resolution, consensual decision-making, and task-oriented leadership behaviors comprised the bulk of the change strategies employed by the principal. (JAM)

Gottfredson, Gary D.; Gottfredson, Denise C.
An Approach to Reducing Risk through School System Intervention.
PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Dropout Prevention; *Educational Change; Educational Objectives; Educational Planning; Educational Practices; Elementary Secondary Education; Program Design; *Program Development; Program Implementation; *Rehabilitation Programs

This paper provides school district administrators with a structured method for developing school programs aimed at reducing the risk of adolescent dropout. The methodology encompasses problem definition, fact finding, mission management, overcoming inertia, cohering programs tied to theory, feasible goal-setting, and normative personnel re-education. Nine issues influence the planning of program development structure for an entire school system: school system perspective (basic ideology and social beliefs), overall school district mission, personnel inertia (resistance to change), unity of program purposes (coherence), program objectives, program design choices, district norms, quality control, and persistence. (JAM)

ED 301 960　　　　　　　　　　EA 020 533

Nijhof, Wim J.
Conflicting Concepts and Values in Education.
PUB DATE- Apr 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Guidance; Change Agents; *Curriculum Development; *Curriculum Evaluation; *Curriculum Problems; *Decision Making; Educational Change; Elementary Secondary Education; Foreign Countries; Governance; *Policy Formation; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Netherlands

This paper discusses the incongruity among education's multiplicity of conflicting actors, theories, and values that affect curriculum decision-making. This discussion is divided into three major concerns: sociopolitical, professional, and student. Sociopolitical concerns include the impact of peace, war, human sexuality, environment, work and leisure time, multicultural relations, and economic class relationships on education. Professional concerns involve the dilemmas of curriculum reform, teaching methods, organizational management, decision-making, educational governance, and school-community relations. Student concerns encompass core curriculum relevancy, human capital investment, career choices and counseling, and labor market entry prognostics. That educational policymakers consider the above concerns when making decisions comprises the conclusion of this treatise. (JAM)

ED 301 961   EA 020 534

McDonald, Joseph P.
Beyond Collaboration: The Role of Crisis and Textmaking in a School-University Partnership.
PUB DATE- Apr 88
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *College School Cooperation; *Cooperative Programs; Curriculum Development; *Educational Change; *Educational Cooperation; *Educational Improvement; Higher Education; Instructional Improvement; Secondary Education; *Shared Resources and Services
IDENTIFIERS- *Brown University RI; Rhode Island (Providence)

In two parts, this paper discusses the role of crisis and "textmaking" (text writing) in a school and university partnership, otherwise labeled as "co-invention." Co-invention facilitates curriculum improvement, active learning strategies, and teacher talk reduction. Methods of co-invention frame the discussion. The work reported in this paper derives from a project of co-invention now in its third year involving Brown University and Hope High School, Providence, Rhode Island. Part one focuses on the Hope High School Project's experimentation with the following methods of co-invention: (1) the use of crisis as a way to crystallize commitment to principles of school reform and curriculum development; and (2) the use of documentation or textmaking as way to keep track of the work of co-invention. Part 2 centers on two texts actually used by the Hope Project to keep track of curriculum development generated by school crises and student incompletes. The discussion concludes by indicating that textmaking and co-invention are powerful tools to be implemented in school reform endeavors. (JAM)

ED 301 962 EA 020 536

Townsend, Kathleen Kennedy

A Rebirth of Courage: Service to the Community.

PUB DATE- Nov 88
NOTE- 12p.; Speech given before the National Community Education Association (Orlando, FL, November 28-December 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Services; Extracurricular Activities; Secondary Education; *Student Leadership; *Student Volunteers; Voluntary Agencies; Volunteers; *Youth Agencies; *Youth Programs
IDENTIFIERS- *Youth Corps

This speech promotes student involvement in community service activities. The notions of traditional American volunteerism and community spirit support the idea of students devoting their afterschool talents and energy to helpful endeavors such as tutoring, visiting nursing homes, planting trees, cleaning up ocean shores and river banks, clearing stream beds, getting involved in political campaigns, and organizing blood drives. Both the obstacles and rewards resulting from voluntary community service are discussed. (JAM)

ED 301 963   EA 020 537

Chen, Michael
The Impact of Ecological Factors on Educational Reform.
PUB DATE- Mar 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Atlanta, GA, March 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Census Figures; Cohort Analysis; Community Role; *Demography; *Ecological Factors; *Educational Change; Educational Diagnosis; *Educational Environment; Educational Research; *Educational Status Comparison; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; Rural Urban Differences; Statistical Analysis
IDENTIFIERS- *Israel

This study investigated the ecological factors that affect structural school reform implementation in Israel. The sample used was the whole student population that appeared in the 1972 census. By raising educational achievement levels, restructuring the learning sequence, and rezoning ethnically and economically segregated areas to promote integration, school reforms aimed at reducing the achievement gap between Jews from Asia and North Africa and those from Europe and North America. The study hypothesized that the larger the community and the higher the percentage of Sephardic Jews (whose origins are either European or North American), the greater the likelihood of realizing structural and educational school reform objectives. The research concluded that larger communities in Israel were more receptive to school reform initiatives; however, ethnic heterogeneity diminished the pace of reform implementation and consequent student performance. While the reforms improved Israeli student educational performance as a whole, larger more developed communities developed further, while the smaller communities, with their preponderant population of Jews from North Africa and Asia, did not progress enough to close existing performance gaps. (JAM)

ED 301 964 EA 020 540

Achilles, C. M.

The State's Growing Stake in Education: Two Strategies for Education Administration's Renewed Participation (Improvement of Programs and Services by Cooperation Cooptation).

PUB DATE- Nov 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Southern Regional Council for Educational Administration (Atlanta, GA, November 14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Planning; *Cooperative Programs; *Educational Administration; *Educational Change; Educational Cooperation; Educational Improvement; Higher Education; Leadership Training; Politics of Education; *Program Improvement; *Schools of Education; *State Departments of Education; State Programs; Statewide Planning

This paper recommends that institutions of higher education (IHE) departments of educational administration collaborate with state education agencies (SEA) to plan educational reform. The states' increasing investment in public education merits IHE participation in the statewide educational planning process. Specifically, the paper suggests SEA's strengthen administrator and teacher certification standards; provide IHE departments of educational administration logistical and financial support for field and internship experiences; include IHE staff and students in SEA funded leadership training; and encourage IHE's to do state policy and evaluation studies. The IHE departments of educational administration should co-opt improved assessment procedures as an aid to recruitment/selection and program planning; develop the flexibility to incorporate state-supported leadership training as credit-gaining activities; form faculty teams jointly with SEA staff to provide planned leadership academy programs; establish employment guarantees with departmental recommendations for students completing a planned program; and seek opportunities to cooperate with SEA persons and projects. (JAM)

ED 301 965 EA 020 542

Kennedy, Kerry J.
Creating a Context for Curriculum Deliberation by Teachers.
PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Elementary Secondary Education; Energy Education; Foreign Countries; *Inservice Teacher Education; Instructional Development; Instructional Materials; *Participative Decision Making; *Teacher Participation
IDENTIFIERS- *Australia

This paper describes an inservice education program for teachers entitled "Participation and Planning: The Classroom Teacher and the Curriculum Process." Fourteen teachers with varying backgrounds attended the course. The objectives of the course were to (1) provide participants with experiences in the design, implementation, and evaluation of educational materials; (2) equip participants with skills that will enable them to become effectively involved in the curriculum process, both during the course and in their schools; and (3) encourage participants to appreciate the significant role they can play in their own schools, concerning curriculum. The context for deliberation is described and the process of deliberation is portrayed based on an indepth analysis of recorded episodes of three teachers planning an energy education program. The results of the course enlarged the understanding of the contributions that teachers make to the deliberative process as well as some of the limitations. Appended are 13 references. (SI)

ED 301 966 EA 020 544

Goals for Education. Challenge 2000.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 88
NOTE- 27p.
AVAILABLE FROM- Publication Sales, SREB, 592 Tenth Street, Atlanta, GA 30318-5790 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; Adult Education; Dropout Rate; Educational Assessment; Educational Needs; *Educational Objectives; Educational Planning; Educational Quality; *Educational Trends; *Elementary Secondary Education; *Excellence in Education; Outcomes of Education; Role of Education; School Funds; Teacher Education Programs; Teacher Employment Benefits
IDENTIFIERS- Southern Regional Education Board

In this booklet, the Commission for Educational Quality has put forward 12 specific goals for education in the year 2000, and defined "indicators" of progress toward these goals. The 12 goals described are as follows: (1) all children will be ready for the first grade; (2) student achievement for elementary and secondary students will be at national levels or higher; (3) the school dropout rate will be reduced by one-half; (4) 90 percent of adults will have a high school diploma or equivalency; (5) four of every five students entering college will be ready to begin college-level work; (6) significant gains will be achieved in the mathematics, sciences, and communications competencies of vocational education students; (7) the percentage of adults who have attended college or earned two-year, four-year, and graduate degrees will be at the national averages or higher; (8) the quality and effectiveness of all colleges and universities will be regularly assessed, with particular emphasis on the performance of undergraduate students; (9) all institutions that prepare teachers will have effective teacher education programs that place primary emphasis on the knowledge and performance of graduates; (10) all states and localities will have schools with improved performance and productivity demonstrated by results; (11) salaries for teachers and faculty will be competitive in the marketplace, will reach important benchmarks, and will be linked to performance measures and standards; and (12) states will maintain or increase the proportion of state tax dollars for schools and colleges while emphasizing funding aimed at raising quality and productivity. (SI)

ED 301 967 EA 020 554

Klauke, Amy

Repairing and Renovating Aging School Facilities. ERIC Digest Series Number EA28.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- OERI-R188062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling charge with each request).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Change; Educational Facilities Design; *Educational Facilities Improvement; *Educational Finance; Elementary Secondary Education; *School Buildings; *School Maintenance
IDENTIFIERS- ERIC Digests

Recent influxes of baby boomers coupled with state reforms reducing student-teacher ratios are stretching the limits on available school facilities across the country. Several aspects of the school facilities issue are covered in question-and-answer format; (1) What is the current status of aging school buildings? (2) What are the financial implications of restoring school facilities? (3) What role should states play? (4) What methods are school districts using to improve the solution? (5) What is a capital improvement plan? and (6) What are some elements to consider when repairing or renovating school facilities? Appended are 10 references. (SI)

ED 301 968 EA 020 558

Klauke, Amy
Stopping Drug Abuse. ERIC Digest Series Number EA32.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- OERI-R188062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling fee with each request).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Curriculum Development; *Drug Abuse; *Drug Education; Drug Rehabilitation; Drug Therapy; Drug Use; Elementary Secondary Education; Evaluation; *Prevention; Program Development; Program Improvement; School Districts; Social Problems
IDENTIFIERS- ERIC Digests

This digest discusses the issue of stopping drug abuse as a national priority. Several aspects of the drug abuse issue are covered in question-and-answer format: (1) Why should educators be concerned about drug abuse by students? (2) What are school districts doing to stop drug abuse? (3) What social issues are involved? (4) How can schools plan and implement drug abuse prevention programs? and (5) What are some other factors to consider when planning a drug abuse program? Identified are five phases of a prevention and intervention plan: needs assessment, planning process, implementation, evaluation, and dissemination. The best plans are comprehensive, long-term, and integrated into overall school curricula and policy. Appended are 14 references. (SI)

ED 301 969 EA 020 559

Kubick, Kathleen

School-Based Management. ERIC Digest Series Number EA33.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- OERI-R188062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling fee with each order).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Boards of Education; Budgeting; Curriculum; *Decision Making; Elementary Secondary Education; Organizational Change; *Policy Formation; *School Based Management; School Districts; *School Organization; School Personnel; School Policy; Superintendents
IDENTIFIERS- ERIC Digests

This digest discusses the issue of school-based management (SBM), defined as a system of administration in which the school is the primary unit of educational decision making. Responsibility for certain decisions about the budget, personnel, and the curriculum is placed at the school level rather than the district level. Several aspects of SBM are covered in question-and-answer format: (1) What are some of the advantages of SBM? (2) How does SBM affect the roles of the school board, superintendents, and district office? (3) How are the budget decisions made? (4) How are the decisions made at the school level? (5) What is necessary when implementing SBM? and (6) What are the liabilities of SBM? Appended are 10 references. (SI)

ED 301 970 EA 020 560

Klauke, Amy
Performance Standards for School Superintendents. ERIC Digest Series

Number EA34.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- OERI-R188062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling fee with each order).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administration; *Administrator Effectiveness; *Administrator Evaluation; Boards of Education; Community Satisfaction; *Cost Effectiveness; Elementary Secondary Education; *Evaluation Criteria; Quality Control; School Administration; School Community Relationship; School Districts; *Superintendents
IDENTIFIERS- ERIC Digests

This digest discusses the issue of performance standards for school superintendents. School districts are discovering that developing performance standards for administrators can be cost effective, reduce crisis management, set and maintain direction, and give the community a standard for measuring school success. Several aspects of the issue on performance standards for school superintendents are covered in question-and-answer format: (1) In which performance areas should standards be defined? (2) Should performance standards be defined before the superintendent is evaluated? (3) What is an example of one district's approach (Plymouth-Canton Community School District in Michigan)? and (4) What are some ideas for followup procedures (six activities are suggested)? Appended are eight references. (SI)

ED 301 971 EA 020 562

Hansen, Kenneth H.
Decentralizing Education Decision Making: A Policy Framework.
Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Oct 88
NOTE- 11p.; Prepared for the Chief State School Officers of the Northwest and Pacific.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decentralization; Decision Making; *Educational Change; Educational Quality; Elementary Secondary Education; Organizational Change; *Policy Formation; Program Development; *School Based Management; *School Effectiveness; School Organization; School Policy

Proposals for the adoption of programs to improve the quality of education frequently emphasize the importance of concentrating on the individual school building as the center of the change process. This emphasis has led to increasing support for moving the locus of decision making downward to bring about what is called "school based instructional management." This idea is analyzed in the broader context of the decentralization of education decision making. The policy options available are derived from an array of policy issues. This booklet discusses these issues under three group headings: (1) clarifying the concept; (2) responding to conditions and restraints; and (3) relating to the total school program. (SI)

ED 301 972 EA 020 563

Bielefeldt, Talbot
The Challenge of Classroom Discipline.
Oregon School Study Council, Eugene.

PUB DATE- Dec 88
NOTE- 29p.
AVAILABLE FROM- Publication Sales, OSSC, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00 prepaid; $2.00 postage and handling on billed orders; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrative Policy; Classroom Environment; *Classroom Techniques; *Discipline Policy; Discipline Problems; Educational Philosophy; *Educational Practices; Educational Principles; Elementary Secondary Education; School Policy; *Teacher Effectiveness; Teaching Methods
IDENTIFIERS- Oregon

This bulletin summarizes the principles of discipline and classroom management that appear to be successful. It also looks at how educators in Oregon and elsewhere are applying these principles in their schools. Despite differences of philosophy, certain principles are shared in some form by all schools of thought. The first chapter discusses preparation, clear expectations for behavior, consistent consequences, effective instruction, reinforcement, and positive relationships and respect. The second chapter first considers why no one system of classroom management is likely to meet the needs of today's teachers. Then attention shifts to several "eclectic approaches" to discipline that take into account a range of student behaviors and corresponding teacher responses. The chapter concludes with a description of one school's discipline program. In the third chapter, several impediments to classroom management are discussed: lack of time, inattention to planning, absence of administrative support, and the tendency of some teachers to base their actions on conventional wisdom rather than rational evidence. This chapter also considers the challenge facing educators who are committed to creating a productive learning environment. Appended are 40 references and five interviews. (SI)

ED 301 973 EA 020 566

America's Schools: Everybody's Business. A Report to the President.
Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 22p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advertising; Career Education; *Cooperative Programs; Corporate Education; *Corporate Support; Elementary Secondary Education; *Private Financial Support; Propaganda; *School Business Relationship; *School Support
IDENTIFIERS- Department of Education; Reagan Administration

This brief pamphlet describes and promotes educational partnerships that have been established over the past 5 years between schools and the private sector. The sponsoring partners described include banks, fast food restaurants, insurance companies, bakeries, law firms, dry cleaners, police departments, professional basketball teams, publishing companies, automobile manufacturers, civic and service clubs, and wealthy private individuals. (TE)

ED 301 974 EA 020 567

Stern, Joyce D., Ed.; Chandler, Marjorie O., Ed.
1988 Education Indicators.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-624
PUB DATE- Sep 88
NOTE- 397p.; For related volumes, see ED 294 332-333.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Degrees (Academic); *Educational Assessment; Educational Environment; *Educational Resources; Educational Trends; Elementary Secondary Education; Enrollment Influences; Enrollment Trends; Ethnic Groups; Higher Education; High School Graduates; Public Support; *School Demography; *School Statistics; *School Surveys; Student Attitudes; Student Characteristics; Tables (Data); Teacher Attitudes
IDENTIFIERS- National Assessment of Educational Progress; National Center for Education Statistics

The National Center for Education Statistics gathers and produces statistics and other information on the status and progress of education in the United States. In 1988, the center published the indicators in three volumes, the first two on "The Condition of Education" at the elementary and secondary level and at the postsecondary level, respectively. This third volume includes the indicators from both of the earlier volumes, along with all the technical supporting data, supplemental information, and data sources. For elementary and secondary education, data are presented from the most recent (1986) administration of the National Assessment of Educational Progress (NAEP). These include indicators for student performance; high school completion; fiscal and human resources; student characteristics; learning environment; perceptions of students, staff, and public; and graduation requirements. The section on postsecondary education includes indicators for student performance, degrees conferred, degrees and fields of study categorized by race and ethnicity, fiscal resources and allocations, and student characteristics. Appended are tables and supplementary notes keyed by number to the indicators, a list of data sources, a glossary, and an index. (TE)

ED 301 975 EA 020 568

Hillman, Susan J.
School Administrators' Legal Knowledge: Information Sources and Perceived Needs.

PUB DATE- Apr 88
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Administrators; Educational Legislation; Elementary Secondary Education; *Information Sources; *Knowledge Level; Legal Problems; Needs Assessment; *Principals; *School Law; *Superintendents
IDENTIFIERS- Informational Resource Questionnaire; *Legal Information; Massachusetts

To explore why school administrators have only a limited base of knowledge of the laws and cases affecting education, the Informational Resource Questionnaire (IRQ) was designed to study attitudes about legal knowledge. The IRQ focuses on school demographics, which resources administrators most commonly use to obtain both general and legal information, and administrator opinions about how well-versed a particular group should be in school law. From a random sample of 75 school superintendents (Ss), 75 secondary school principals (SPs), and 75 elementary school principals (EPs) in the Massachusetts Public Schools, 142 questionnaires were returned from 59 Ss, 40 SPs, and 43 EPs. Four major findings were: (1) newspapers are often read by school administrators; (2) administrators rely on one another for information; (3) professional organizations at the state level are a more frequent source than are national organizations; and (4) Ss use a wider variety of resources to a greater extent than do principals. The school lawyer was identified as a key person in providing legal knowledge. Pressing issues were teacher evaluation, liability, and special education. Administrators almost unanimously expressed a need for school officials to have some knowledge of education law. The knowledge void existing among administrators is not due to attitudinal indifference. Ten data tables are provided. The IRQ, the cover letter mailed to the study sample, and the followup letter to nonrespondents are appended. (SLD)

ED 301 976 EC 211 073

Rietveld, Christine
Adjusting to School: Eight Children with Down's Syndrome. Item 2.
Australian Council for Educational Research, Hawthorn.; New Zealand Council for Educational Research, Wellington.
PUB DATE- 88
NOTE- 9p.; SET provides leaflets and brief reports designed for a quick read.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- Compliance (Psychology); *Downs Syndrome; Foreign Countries; *Interpersonal Competence; *Mainstreaming; *Moderate Mental Retardation; Peer Acceptance; Peer Relationship; Teacher Attitudes; Teacher Student Relationship; Time on Task
IDENTIFIERS- New Zealand

The study compared the adjustment to regular classes (in New Zealand) of eight 6- and 7-year-old children with Down Syndrome (DS) with that of 24 children rated by their eight teachers as being the "three least competent children in the class." The study evaluated teacher attitudes, social participation on the playground, and developmental progress. The study found teachers still uncertain about the value of integrating such children into regular classes after 1 year though their beliefs were not always supported by the data comparing the DS children with the contrast children in the areas of time on-task/disruptions, interactions with the teacher, compliance, social interaction, and affectionate behavior and mimicry. There was no support for the commonly held belief that DS children are socially isolated during unstructured time with some DS children showing a greater range of abilities when interacting with peers in unstructured situations than in the classroom. All of the DS children maintained or surpassed their previous rate of progress after 1 year although teachers gave them much more attention than contrast children. Results suggested that integration of these children can be effective but that the services of an itinerant teacher are valuable and the use of novelty encourages more peer interaction in all children. (DB)

ED 301 977 EC 211 074

Thomas, Gary
Room Management in Mainstreamed/Integrated Classrooms. Item 5.
Australian Council for Educational Research, Hawthorn.; New Zealand Council for Educational Research, Wellington.
PUB DATE- 88
NOTE- 5p.; SET provides leaflets and brief reports designed for a quick read.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- *Classroom Techniques; Elementary Education; Foreign Countries; Individual Instruction; *Mainstreaming; *Mild Disabilities; Paraprofessional School Personnel; Parent Participation; *Time on Task; Volunteers
IDENTIFIERS- New Zealand; *Room Management

(The paper reports on implications of classroom research for class management techniques especially in classes in which handicapped students are mainstreamed. Findings demonstrating a conflict between giving attention to individual children and keeping general engagement high are identified. Recommended room management (RM) procedures are reported to double average engagement levels and substantially increase time for individual teaching. Clear definition of the teaching roles of "individual helper," "activity manager" (who keeps children not being taught individually on task), and "mover" (who maintains flow by obtaining equipment, dealing with interruptions, etc.) are required. Application of the model to a New Zealand classroom of 10- to 11-year-olds using parents as helping activity managers and individual helpers is described. Comparison of amount of time children were on task when either using parents as general assistants or when using parents

following the RM model found significant differences in favor of the RM model. (DB)

ED 301 978 EC 211 075

Hay, Joy
Teachers and Child Abuse Prevention. Item 13.
Australian Council for Educational Research, Hawthorn.; New Zealand Council for Educational Research, Wellington.
PUB DATE- 88
NOTE- 6p.; SET provides leaflets and brief reports designed for a quick read.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; *Intervention; Knowledge Level; *Prevention; *Teacher Role
IDENTIFIERS- New Zealand

The monograph considers the role of teachers in child abuse prevention and reporting from the perspective of a New Zealand educator. A 1985 study of the author is summarized in which a training program resulted in commitment by 80% of teachers involved to identify and report child abuse and by 60% of teachers to further educate themselves in child abuse and educate children about child abuse. Teacher knowledge level was increased by providing inservice training. Content of the training program included increasing knowledge of: the definition of child abuse, incidence, causes, treatment, and attitudes. Teachers were encouraged to fulfill their roles to identify, report, support, and educate children who are or might become victims of child abuse. The paper concludes with a listing of possible signs and symptoms of child abuse and signs and symptoms of parents who might abuse. (DB)

ED 301 979 EC 211 776

Cramond, Bonnie; And Others

An Investigation of the Application of Training in Creative Problem Solving to Content Area Problems.

PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Creative Thinking; *Generalization; *Gifted; Intermediate Grades; Junior High Schools; Learning Strategies; *Problem Solving; *Teaching Methods; *Transfer of Training

Gifted students in grades 6-8 were divided into two experimental groups, one receiving traditional creative problem-solving training and the other receiving creative problem-solving with transfer strategies infused; there was also a control group receiving training in various memory tasks, analogical skills, and logic exercises. After the training, the 82 students were given a problem-solving task and were interviewed. The transfer training group exhibited the highest percentage of students applying the strategies, followed by the traditional problem-solving group, and finally the control group. No significant differences were found among the groups on measures of the solutions' fluency, flexibility, originality, and elaboration. Results indicated that there was a higher degree of transfer of problem-solving strategies by the transfer training group, but the creative quality of the responses of the experimental groups was no better than that of the control group. (JDD)

ED 301 980 EC 211 777

MacGregor, Kelly; Sobsey, Dick
Autism Bibliography.
Alberta Univ., Edmonton. Dept. of Educational Psychology.
SPONS. AGENCY- Canada Employment and Immigration Commission, Ottawa (Ontario).
PUB DATE- 88
NOTE- 131p.; A product of the Severe Disabilities Program.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Autism; Behavior Modification; *Clinical Diagnosis; Cognitive Development; Communication Skills; Delivery Systems; Drug Therapy; Educational Needs; Elementary Secondary Education; Etiology; Generalization; Interpersonal Competence; Language Acquisition; Mainstreaming; Neurology; Play; Preschool Education; Self Mutilation; *Teaching Methods; *Therapy

The bibliography contains 392 citations relevant to education and related services for children with autism and their families published between 1983 and 1988. Most of the citations are journal articles but a number of relevant books are also included. Citations are alphabetized by title. An author index (by first author) and a subject index are also provided. Descriptive annotations of about 50 words are provided. The subject index covers such areas as: assessment/diagnosis, audiology/hearing, behavior management, case studies, cognition, communication, computers, drug treatment, etiology, generalization, instructional methods, integration, language, neurology, play, preschool, research, self-abusive behavior, sensory motor domain, service delivery, social skills, speech, stereotypic behavior, and theory. (DB)

ED 301 981 EC 211 778

Soodak, Leslie C.
Knowledge and Performance of Social "Scripts" by the Mentally Retarded.
PUB DATE- 87
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Generalization; *Interpersonal Competence; *Knowledge Level; *Mental Retardation; Preschool Children

The study explored the organization of mentally retarded individuals' event knowledge and the relationship between social knowledge and performance in naturally occurring events. Twenty mentally retarded adults and 20 nonretarded preschoolers were asked to sequence photographs of events depicted in familiar and novel contexts. Preschoolers were unable to sequence events depicted in novel contexts, suggesting that young children may not possess scripts for the events as depicted. Mentally retarded individuals were better able to sequence events depicted in familiar contexts than in novel contexts, suggesting deficits in generalizing social knowledge. Observations of mentally retarded individuals in naturally occurring events indicated that actual social behavior was unrelated to event knowledge. (Author/DB)

ED 301 982 EC 211 779

Stephens, Robin; Haley, Pat
The Empowerment Dynamic: Planning and Implementing a Support Group Network.
Oregon Health Sciences Univ., Portland. Child Development and Rehabilitation Center.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 87
NOTE- 75p.
GRANT- G008430007
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Adolescents; Agency Cooperation; Career Guidance; Demonstration Programs; *Disabilities; *Education Work Relationship; Employment Potential; *Group Guidance; Normalization (Handicapped); Secondary Education; *Social Support Groups; Young Adults

This handbook describes how to plan and implement a support group for disabled youth in transition from school to work. It was developed from the experiences of a 3-year model program entitled Employability Support Network of Disabled Youth (ESN) which used support groups to accomplish its primary goal of creating "employability readiness" for disabled youth ages 16-21. Paired support-group facilitators consisted of a successfully employed disabled individual and a professional service provider. The handbook is divided into three major sections. Section One consists of four chapters which focus on planning issues: "Rationale: Why Set Up a Program?"; "Resources: What Is Necessary to Establish a Support Group?"; "Target Population: Whom Should the Group Serve?"; and "Facilitators: How Recruit, Train, and Supervise." Implementation is the theme of Section Two, which includes the remaining eight chapters: "Collaboration: How To Interact with School Districts and Agencies"; "Recruitment: Where to Find Youth"; "Transporation: How to Make Arrangements"; "Initial Implementation: How to Get the Group Up and Running"; "Interest and Attendance: How Can They Be Maintained?"; "Issues and Headaches: How to Solve Problems"; "Termination: How to End a Support Group"; and "Evaluation: Who Needs To Know How the Group Is Doing?" Sample forms are included. (JW)

ED 301 983 EC 211 780

Paul, Peter V.
Deaf Children's Comprehension of Multimeaning Words: Research and Implications.
PUB DATE- Oct 87
NOTE- 26p.; Based on a paper presented at the Annual Indiana Association for Child and Adults with Learning Disabilities (13th, Indianapolis, IN, October 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Context Clues; *Deafness; *Decoding (Reading); Elementary Education; *Reading Comprehension; Reading Processes; *Semantics; Teaching Methods; *Vocabulary Development; Vocabulary Skills

Although knowledge of multimeaning words is important for reading comprehension, deaf readers may know only the most common meanings or nuances of high-frequency multimeaning words. Results of a study are reported in which 33 profoundly hearing impaired students stratified into three equal age groups (ages 10, 11, and 12) were administered a 60-item pictorial, multimeaning vocabulary test. Each item contained one target word and five possible responses in the form of contextual illustrations. Results indicated that knowing two meanings proved significantly more difficult than knowing one meaning of the same words. Selecting more than one meaning was not influenced by age, suggesting that deaf students may lack not only an in-depth knowledge of words, but also the ability to use available context clues in deriving word meanings. To enrich vocabulary development, a three-step plan for teaching multimeaning words is described: (1) activate and enrich the students' prior knowledge; (2) develop activities that give students practice in applying newly learned word knowledge; (3) provide opportunities for reading familiar and new words in a wide variety of natural, meaningful contexts. Sample activities are provided to illustrate each step. (JW)

ED 301 984 EC 211 781

Guiding Gifted and Talented Students. A Handbook for Counselors, Parents, and Teachers.

California Association for the Gifted.

PUB DATE- 88
NOTE- 66p.
AVAILABLE FROM- California Association for the Gifted, 2384 Schoenborn St., Canoga Park, CA 91304 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Counseling; *Counseling Services; *Counseling Techniques; *Counselor Role; Cultural Differences; Elementary Secondary Education; Emotional Development; Females; *Gifted; Program Development; Underachievement

Intended for counselors, parents, and teachers, the handbook covers academic, affective, and career/life planning counseling needs at the elementary, middle school, and high school levels. An introductory section addresses goals of gifted and talented education and program elements. A section is provided for each educational level with subsections concerning: characteristics of gifted students at that level; needs of gifted students at that level (broken down into the domains of academic and study/process skills, affective factors, and career and life planning); meeting the needs of students at that level; counseling program options (for each of the three domains); and counseling roles (of counselors, teachers, and parents). A separate chapter addresses underachieving gifted students with sections on the underachieving at each of the three levels, on culturally different underachievers, on learning disabled underachievers, and on underachieving girls. A final section is addressed to parents of gifted children and covers the parents' role in counseling the gifted--the balance between home and school, and techniques for parents. (DB)

ED 301 985   EC 211 782

Preschool/Primary Education for the Gifted.
California Association for the Gifted.
PUB DATE- 87
NOTE- 28p.
AVAILABLE FROM- California Association for the Gifted, 2384 Schoenborn St., Canoga Park, CA 91304 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Ability Identification; Childrens Literature; Curriculum Development; *Educational Needs; *Gifted; Minority Group Children; Preschool Education; Primary Education; *Program Development; Screening Tests; *Talent Identification; Toddlers

Ten articles concern aspects of education for the gifted at the preschool and primary levels. Articles have the following titles and authors: "Screening Program for Gifted/Talented Students: Grades 1 and 2--A Blueprint for Success" (Sheila Smith); "Fulfilling the Dream of the Great Society" (Evie Hiatt); "The Enabling Curriculum: Appropriate Activities for Primary-aged Gifted Students" (Susan Baum); "Nurture, Challenge, Caring--A Plea for Young Gifted Children" (Donnelly Gregory); "Literature for the Young Gifted Student" (Joyce VanTassel-Baska); "Helping Young Achievers Learn To Manage Their Time" (Anne Wolf); "Preschool Gifted Children: How To Identify and Meet Their Learning Needs In and Outside the Home" (Paul Plowman); "Big Potential Comes in Small Packages--Identifying and Nurturing Gifted Toddlers" (Merle Karnes); "Educational Discrepancies" (Sandra Kaplan); "Intellectual Development during Early Childhood (Two through Four Years)" (Barbara Clark). (DB)

ED 301 986 EC 211 783

Improving Differentiated Curricula for the Gifted/Talented. A Reference and Workbook for Educators and Parents.
California Association for the Gifted.
PUB DATE- 81
NOTE- 51p.; For related documents, see EC 211 784-785.
AVAILABLE FROM- California Association for the Gifted, 2384 Schoenborn St., Canoga Park, CA 91304 ($5.00).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Educational Needs; Elementary Secondary Education; *Gifted; *Instructional Design; Learning Activities; Needs Assessment; State Legislation; *Talent
IDENTIFIERS- California

The booklet is intended to aid educators and parents in the planning, development, and evaluation of differentiated curricula for gifted and talented students. A rationale for gifted/talented education is provided which stresses such principles as: "Equal does not mean the same" and "Ceilings are for rooms, not people." The next section defines differentiated curriculum as the match between who the learner is and what the learner needs and lists the elements of a differentiated curriculum. A curriculum criteria checklist is offered, and an example of a differentiated curricular unit is analyzed using the checklist. The next section identifies "shoulds" and "should nots" of differentiated curriculum and a form for conducting a curriculum needs assessment is provided. The fifth section relates curricular elements to current state (California) legislation for the gifted and talented. Finally, a developmental sequence of seven tasks recommended in the construction of differentiated curricula is detailed. Examples of alternatives to accomplish each task are also given. Additional forms provide a format for: organizing the learning experiences, selecting elements for a differentiated curriculum, assessing the functional levels of students, constructing a comprehensive and articulated curricular framework, and relating the differentiated to the regular curriculum. (DB)

ED 301 987 EC 211 784

Implementation of Programs for the Gifted/Talented: A Workbook for Educators and Parents.

California Association for the Gifted.

PUB DATE- 80
NOTE- 55p.; For related documents, see EC 211 783-785.
AVAILABLE FROM- California Association for the Gifted, 2384 Schoenborn St., Canoga Park, CA 91304 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Check Lists; *Curriculum Development; Decision Making; Elementary Secondary Education; *Gifted; Inservice Teacher Education; *Program Development; *Program Evaluation; *Program Implementation; *Talent; Talent Identification
IDENTIFIERS- California

Intended for use by educators and parents, the workbook is intended to help in the development or expansion of programs for the gifted and talented as required by the California Education Code's AB 1040, effective from 1980 to 1985. After introductory material, the first section provides a detailed interpretive analysis of AB 1040 noting the special emphasis placed on serving gifted and talented pupils from economically disadvantaged and varying cultural backgrounds. Next, the booklet provides a program development flow chart which stresses the gathering of data, decision making, and program implementation. A major section identifies and discusses criteria for effective implementation of gifted/talented programs. Criteria are grouped into the categories of identification, program, curriculum, staff development, parent involvement, and evaluation. A checklist using the same categories is offered next for applying the criteria to program implementation. Sample implementation worksheets for each category are also given. (DB)

ED 301 988 EC 211 785

Advocacy Handbook for Gifted/Talented Education in California.
California Association for the Gifted.
PUB DATE- 82
NOTE- 42p.; For related documents, see EC 211 783-784.
AVAILABLE FROM- California Association for the Gifted, 2384 Schoenborn St., Canoga Park, CA 91304 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Advocacy; Elementary Secondary Education; *Gifted; *Lobbying; Organizations (Groups); Parent Associations; State Action; *Talent
IDENTIFIERS- *California

The booklet is intended to develop advocacy skills in those concerned with the education of gifted and talented children in California. Sample chapters have the following titles: "As an Advocate How Do You Measure Up?" "Why Is Advocacy Important?" "What Are the Goals of Advocacy in California?" "Where and How Does One Become an Advocate for the Gifted/Talented?" "Who Are the Decision Makers?" "How Can One Become an Effective Advocate at the State (and/or National) Level?" "Who Is an Effective Advocate?" "What Are the Essential Conditions for an Effective State/National Advocacy Movement?" "How To Write an Effective Letter"; "Information Useful for Advocacy Purposes"; "Early History of the California Association for the Gifted (CAG)"; "What California Organizations Can Advocates Join?" "CAG's Ten Regions." (DB)

ED 301 989   EC 211 786

Abusing the Unprotected: A Study of the Misuse of Aversive Behavior Modification Techniques and Weaknesses in the Regulatory Structure.

New York State Commission on Quality of Care for the Mentally Disabled, Albany.

PUB DATE- Jul 87
NOTE- 30p.; For a related document, see EC 211 787.
AVAILABLE FROM- New York State Commission on Quality Care for the Mentally Disabled, 99 Washington Ave., Suite 1002, Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Behavior Modification; *Behavior Problems; *Ethics; Institutionalized Persons; *Mental Retardation; Outcomes of Treatment; *Punishment; Therapy; Training Methods
IDENTIFIERS- *Aversive Training

This report examines issues concerned with the use of aversive behavior modification techniques in actual treatment practices at one intermediate care facility for the mentally retarded. The review of these practices reveals how, once the philosophy of using aversives takes hold at a program (to deal with seemingly intractable behaviors), its "success" can easily lead to a wider application of an increasing array of aversive techniques to less severe behaviors, without any attempt at more conventional treatment approaches which pose less risk of harm to clients. Recommendations to insure adequate safeguards for clients are offered and include securing the consent of the specific client if competent to provide consent, gaining permission for the use of aversive interventions from a body external to the facility, and permitting the aversive intervention only after proof of the dangerousness of the targeted behavior and the ineffectiveness of other treatment interventions. Responses to the report from the Office of Mental Retardation and Developmental Disabilities and from the Board of Directors of the institution investigated are appended. (DB)

ED 301 990 EC 211 787

Child Abuse and Neglect in New York Mental Hygiene Facilities: An Assessment of Reports Filed Prior to Implementation of New York's Child Abuse Prevention Act of 1985.

New York State Commission on Quality of Care for the Mentally Disabled, Albany.

PUB DATE- Dec 87

NOTE- 83p.; For a related document, see EC 211 786.

AVAILABLE FROM- New York State Commission on Quality Care for the Mentally Disabled, 99 Washington Ave., Suite 1002, Albany, NY 12210.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Child Abuse; *Child Neglect; *Compliance (Legal); *Developmental Disabilities; Incidence; Institutionalized Persons; *Mental Retardation; Prevention; Quality Control; Recordkeeping; *Residential Institutions; State Standards

The pilot study reported in this document reviewed existing child abuse and neglect reports in mental health and mental retardation residential facilities in the state of New York. The study found that the annual reporting rate of abuse and neglect in these facilities was more than two times higher than for the state as a whole; it also found widely varying procedures and practices for reporting allegations of child abuse and neglect among different mental health facilities. Investigations of many of the reported abuse and neglect cases did not meet state guidelines. Other findings were that boys, children over 12, and children with conduct disorder diagnoses were high risk victims of child abuse and neglect and that unscheduled time periods and times when no clinical staff were readily available presented higher risk times for child abuse and neglect. Recommendations are grouped into the following categories: Ensuring the More Accountable Reporting of Allegations; Promoting Accountable and Thorough Investigations of Allegations; Enhancing Prevention Efforts; and Strengthening Oversight of the Reporting, Handling, and Investigation of Allegations. Appendixes provide tabular statistics on the 80 reported allegations, and a response to the draft report by the New York State Office of Mental Health and the New York State Office of Mental Retardation and Developmental Disabilities. (DB)

ED 301 991 EC 211 788

Directory of Programs & Services for Hearing Impaired People in the Metropolitan Washington Area. 1988 Edition.

National Information Center on Deafness, Washington, DC.

PUB DATE- 88
NOTE- 173p.; Index printed on colored paper.
AVAILABLE FROM- Gallaudet University, National Information Center on Deafness, 800 Florida Avenue, N.E., Washington, DC 20002 ($9.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); *Agencies; Audio Equipment; Churches; *Communication Aids (for Disabled); *Community Services; *Counseling Services; Health Services; *Hearing Impairments
IDENTIFIERS- *District of Columbia

The directory represents an effort to inventory those agencies currently offering direct services to hearing impaired residents of the Metropolitan Washington area. Entries were limited to agencies within the Washington Metropolitan area, to national organizations with local affiliates, and to agencies providing "helping" services such as community, social, educational, health care, counseling. The directory is divided into four sections. The first provides organization listings alphabetically by name of the service provider. Entries include the name, address, phone number, contact person, description of services, and fees, if any. The second section lists places of worship, churches and synagogues, that offer signed/interpreted services. The third section lists public places with assistive listening systems including auditoriums, theaters, and places of worship. A two-section index lists organizations either by name or by the type of service provided. (DB)

ED 301 992 EC 211 789

McGinley, Nancy J.
Mildly Handicapped Students in the School District of Philadelphia: A Study of Selected Student Characteristics and Program Elements. A Chart Essay.
Philadelphia School District, Pa. Office of Research and Evaluation.
PUB DATE- Feb 88
NOTE- 37p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendance; Educational Needs; Educational Practices; *Educational Quality; Elementary Secondary Education; *Individualized Education Programs; Inservice Teacher Education; Instructional Effectiveness; *Mild Disabilities; *Program Effectiveness; Teaching Methods
IDENTIFIERS- *Pennsylvania (Philadelphia)

The study examined the Philadelphia school district's program for mildly handicapped students. It provided descriptive data related to mixed categorical classes, described students enrolled in the mildly handicapped program, provided descriptive data on the content of Individualized Education Programs (IEPs), and attempted to determine the usefulness of the IEP document to teachers in the field. Twenty-two specific research questions were addressed. The study identified four implications for educational practice: (1) The problem of poor school attendance must be addressed; (2) Teacher training in effective instructional methods is necessary; (3) The IEP, as a mechanism for helping teachers plan for and deliver instruction, should be reevaluated; and (4) Clarification of the relationships among the IEP, grading guidelines, and the standardized curriculum appears necessary. Future research into such areas as the application of Effective Schools Research to the teaching of mildly handicapped students is recommended. (DB)

ED 301 993   EC 211 790

Martinez, Sherrill
Educable Mentally Handicapped (EMH) Program Evaluation, 1986-87. Final Report.
Topeka Public Schools, Kans.

PUB DATE- Aug 87
NOTE- 62p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Daily Living Skills; *Educational Needs; Elementary Secondary Education; Mainstreaming; *Mild Mental Retardation; Peer Acceptance; Prevocational Education; *Program Evaluation; *Student Placement
IDENTIFIERS- *Kansas (Topeka)

Interviews, record reviews, student follow-up, achievement tests, survey instruments, and observation were used to gather data for the 1986/87 evaluation of the Topeka (Kansas) Educable Mentally Handicapped (EMH) Program. Strengths of the program were identified and included: a dedicated, well-trained staff; a good special education/regular education staff relationship; a growing acceptance of EMH students by regular education students; and numerous placement possibilities for students. Most regular education teachers understood the potential benefits of mainstreaming and were willing to teach EMH students. Two-thirds of the grade school and almost all of the middle and high school EMH students were mainstreamed for part of their school day. Areas of concern included: (1) the paucity of life skills, prevocational, and vocational training in grades K-8 and the lack of a work study coordinator at the high school level; (2) the placement of many students in interrelated classes in grades K-8, while having no similar placement options for students once they reach high school; (3) the placement of low functioning students in interrelated classes and of high functioning EMH students in self-contained classes; and (4) the advisability of the current emphasis on basic academic skill development in grades 1-8, especially considering the drop in achievement scores in arithmetic, spelling, and reading which occur in spite of the academic emphasis. (Author/DB)

ED 301 994 EC 211 791

Shaffer, Susan Morris

Gifted Girls: The Disappearing Act. The Report Card #6.

Network, Inc., Washington, DC. Mid-Atlantic Center for Sex Equity.
PUB DATE- 86

NOTE- 10p.
AVAILABLE FROM- Mid-Atlantic Center for Sex Equity, The NETWORK, Inc., 5010 Wisconsin Ave., N.W., Suite 310, Washington, DC 20016 ($0.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cultural Influences; Elementary Secondary Education; Family Environment; *Females; *Gifted; *Parent Role; *Teacher Role; *Underachievement

The paper collects data concerned with the problem of underachievement in gifted girls. The first section looks at how society limits gifted girls in the schools and in the work place. The next section examines how gifted girls limit themselves through internal barriers to achievement, attitudes, and lack of self-esteem. The final section offers suggestions to educators and parents to help gifted girls achieve. Suggestions include early identification of gifted girls; programs which contain enrichment, acceleration, and guidance components; the use of adult role models; use of peer support groups; encouraging the seeking of a female mentor; encouraging the taking of 4 years of mathematics in high school; and avoiding sending conflicting messages concerning the desirability of achievement. (DB)

ED 301 995 EC 211 792

McDaid, Janet L.; Beck, Sharon C.

Special Education Referrals: Can the Process Help Students?

PUB DATE- Mar 88
NOTE- 8p.; Paper presented at the Pacific Northwest Regional Evaluation and Research Conference (Seattle, WA, March 24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Policy; Administrative Problems; *Administrator Attitudes; *Disabilities; Elementary Secondary Education; Eligibility; *Program Evaluation; *Referral; Special Education; *Teacher Attitudes
IDENTIFIERS- California (San Diego)

The understandings and perceptions held by school-site administrators and teachers about the process and procedures followed in referring students for special education were studied as part of the required annual evaluation of the special education program in San Diego Unified School District (California). Analysis of descriptive and qualitative data indicated that the referral process was heavily used as a resource for students in need of assistance even though many students were not eligible for special education services. The problems inherent in the funding patterns, procedural guidelines, and responsibilities of the assessment personnel are discussed and recommendations are made for organizational change and restructuring of the process. (Author)

ED 301 996 EC 211 793

Wolfe, Ellsworth; And Others
Programs Services for Transition: A Synthesis of Options.
Merced County Schools, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Education Transition Center.
PUB DATE- Sep 87
NOTE- 58p.; Printed on colored paper.
GRANT- ETC-a.2.5
AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Education Work Relationship; Elementary Secondary Education; Employment Opportunities; *Employment Programs; *High Risk Students; Preschool Education; Private Agencies; Public Agencies; School Districts; Special Education; *Special Programs; Teaching Methods; *Transitional Programs
IDENTIFIERS- *California

To aid "at risk" students in their transition from school into meaningful employment and a quality adult life, this handbook lists and describes California programs and services that are in wide use and have broad support. The handbook is divided into three sections, covering preschool through eighth grade, ninth through twelfth grade, and employment and adult life. In the first two sections, programs are described that are offered by: local educational agencies; special education local plan areas; extracurricular clubs and recreation groups; and public and private agencies. Instructional strategies used by these programs are also briefly described, including individual transition plans, the Life Centered Career Education Model, cooperative learning, and others. The third section, covering employment and adult life, describes programs and services assisting in development of competitive employment, supported employment, sheltered employment, supported living, volunteer work, and leisure activities. The programs are offered by: local education agencies involved in postsecondary education, public agencies such as the California State Department of Rehabilitation and the Employment Development Department, and community organizations. (JDD)

ED 301 997 EC 211 794

A Systems Level Transition Needs Assessment: Step-by-Step Procedures How To Conduct the Assessment.

Development Associates, Inc., San Francisco, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Education Transition Center.
PUB DATE- 88
NOTE- 136p.
GRANT- ETC-a.2.4
AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Cooperative Planning; Data Collection; *Disabilities; Elementary Secondary Education; Evaluation Methods; Flow Charts; *Models; *Needs Assessment; *Program Development; Program Effectiveness; *Systems Approach; *Transitional Programs

This resource guide outlines procedures for efficiently and effectively planning and implementing transition programming for at-risk students. Based on a review and synthesis of needs assessment systems in transition programs, a flow chart is presented showing step-by-step procedures recommended for local transition needs assessments. Steps in the flow chart are numbered to correspond with numbered comments and instructions for implementation. The model presented in the flow chart is meant to be generic and flexible and is designed for use by those who want to complete a comprehensive systems needs assessment process as well as those who would like to enter the model at later steps. Three appendices, which make up the bulk of the resource guide, include: (1) an explanation of the California State Department of Education definition of transition and charts of the transition process; (2) a graphic representation of data collection methodologies; and (3) samples of 15 needs assessment instruments covering such program areas as client characteristics/demographic variables, standards for evaluating the quality of secondary special education programs, parent attitudes, community service program effectiveness, etc. (JDD)

ED 301 998 EC 211 795

Jackson, Jeanne
Documentation of a Collaborative Transition Planning System: A Curriculum Planning Guide for Students with Mild Disabilities.
University of Southern California, Los Angeles. Dept. of Occupational Therapy.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Education Transition Center.
PUB DATE- 88
NOTE- 227p.; Parts of the document have small print. For separate copies of Appendixes B and D, see EC 211 796-797.
GRANT- ETC-a.3.1.7
AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; Agency Role; *Cooperative Planning; Coordination; *Curriculum Development; Education Work Relationship; High Schools; Individualized Education Programs; *Mild Disabilities; Models; Needs Assessment; Parent Role; Program Effectiveness; Student Needs; Systems Analysis; Teacher Role; *Teamwork; *Transitional Programs
IDENTIFIERS- *Independent Living

This report describes and analyzes the transition process used at Savanna High School, Anaheim, California, and documents the unique contribution of the school's Independent Living Skills Transition Center. The report's seven sections focus on: (1) transition definitions and the need for a shared definition among agency personnel; (2) team membership and the individualized education program meeting; (3) transition team roles and issues impeding transition skills acquisition; (4) analyses of three model systems, depicting the dynamic exchange of student information among service providers, the networking process among transition team members, and the typical student paths through the school system and other services en route to adult community living; (5) subjective and objective evidence of student needs and program efficacy; (6) key elements of a team model; and (7) optimization of the transition process. Appendices contain survey forms and program evaluation forms used with school personnel, parents, students, and community agency representatives; a manual titled "Model Program and Guidelines for Occupational Therapist Training in Delivery of High School-Based Transition Services for Students with Disabilities," edited by Jeanne Jackson (Appendix B); and a study titled "Transition Needs Assessment of High School Students with Severe Disabilities and Their Parents and Teachers," by Florence Clark et al. (Appendix D) (JDD)

ED 301 999 EC 211 796

Jackson, Jeanne, Ed.

Model Program and Guidelines for Occupational Therapist Training in Delivery of High School-Based Transition Services for Students with Disabilities.

University of Southern California, Los Angeles. Dept. of Occupational Therapy.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 88
NOTE- 85p.; In: Documentation of a Collaborative Transition Planning System: A Curriculum Planning Guide for Students with Mild Disabilities; see EC 211 794.
GRANT- G008400770
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum; Daily Living Skills; Delivery Systems; High Schools; Models; Needs Assessment; *Normalization (Handicapped); Occupational Therapists; *Occupational Therapy; *Professional Education; Professional Training; *Program Development; *Severe Disabilities; Skill Development; *Transitional Programs
IDENTIFIERS- *Independent Living

The Occupational Therapy Independent Living Skills (Transition) Program was established to serve students with severe behavioral, learning, and physical disabilities and to serve as a setting for occupational therapist training in transition programming. This manual describes this model pupil personnel training program, which prepares occupational therapy students to enter high school-based service in the area of transition. Section I presents justification for the establishment of occupational therapy independent living skills transition programs and describes the role for which occupational therapists need to be trained in such programs. Section II delineates the didactic and practical educational experiences that constitute the model training program. Section III presents the findings of an extensive needs assessment used to guide the design of the model independent living skills training center program. The establishment of the model for provision of high school transition services is outlined in Section IV, including student assessments, curricular content, method of instruction, parent groups, and interagency networking. Appendices include needs assessments; sample reports; potential individualized education program goals; lesson plans; parent meeting agendas; sample newsletters; and student, parent, and teacher satisfaction questionnaires. (JDD)

ED 302 000	EC 211 797

Clark, Florence; And Others
Transition Needs Assessment of High School Students with Severe Disabilities and Their Parents and Teachers.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 88
NOTE- 36p.; A part of the Anaheim Independent Living Skills Project. In: Documentation of a Collaborative Transition Planning System: A Curriculum Planning Guide for Students with Mild Disabilities; see EC 211 794.
GRANT- 029SH40005
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Daily Living Skills; High Schools; *High School Students; Interpersonal Competence; Needs Assessment; Parent Attitudes; Problem Solving; Quality of Life; *Severe Disabilities; *Skill Development; Social Development; Special Education Teachers; Student Interests; *Student Needs; *Transitional Programs
IDENTIFIERS- *Independent Living

A needs assessment determined the need for independent living skills for high school students with severe disabilities, as perceived by the students (n=45), their parents (n=38) and their teachers (n=7). Results revealed that the students believed that their lives were steadily improving, that they were more satisfied than dissatisfied with the quality of their lives, and that they expected to be happier in the future. Students expressed greater satisfaction than their parents perceived they were experiencing. Students' strongest interests were in social activities, followed by physical sports and home management. A greater percentage of parents than students perceived finding a job, managing money, and problem solving as areas of need; a large percentage in both groups identified filling out forms as a priority. Regardless of educational classification, the students and their parents perceived that the students had the greatest need for development in social/community adaptation and problem-solving skills. Parents were also found to have needs for programming, especially in the area of setting goals for their children and utilizing community resources, while teachers indicated that a number of independent living skill areas were not sufficiently covered in existing curricula. (Author/JDD)

ED 302 001 EC 211 798

Cahill, Deborah, Comp.; And Others

Preparing for the Future: A Student Transition Handbook. Documentation of a Collaborative Transition Planning System: West End SELPA.

WE-SELPA (West End Special Education Local Plan Area), Ontario, CA.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Education Transition Center.
PUB DATE- 88
NOTE- 87p.
AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Career Choice; *Daily Living Skills; *Disabilities; Education Work Relationship; *Employment Opportunities; High Schools; Job Search Methods; Leisure Time; *Student Educational Objectives; Student Interests; *Student Needs; *Transitional Programs; Vocational Aptitude; Vocational Education; Vocational Interests
IDENTIFIERS- *Independent Living

This handbook acquaints special needs students with programs and opportunities available to help them make the transition from school to working. The guide helps students identify their personal strengths, identify goals for the future, determine skills needed to reach those goals, and determine help needed from others. The body of the guide consists of eight chapters. "Finding Out about Yourself" contains personal information sheets, an interest inventory, an employability rating chart, job readiness checklist, a transition checklist, and a leisure interests profile. "How To Get Vocational Training" lists educational services for vocational education. "A Few Tips for Those Who Want To Go to Work" identifies job seeking and job keeping suggestions, such as proper completion of an application, effective use of the telephone, and interview techniques. "Education Is a Lifelong Process" suggests continuing education choices, such as college courses. "There's More to Life" outlines potential community recreation and leisure activities. "On to Independent Living" focuses on living arrangements, care of personal health, and other personal management concerns. "Rights, Responsibilities and Advocacy" briefly outlines legal rights and due process. "Becoming Your Personal Best" provides a worksheet for transition planning. The handbook is designed to be used in conjunction with the "Community Resource Directory." (JDD)

ED 302 002 EC 211 799

Jameson, Devi
Guidelines for Setting Up a Model Visitation Site for Demonstration of Collaborative Transition.
A-V Communications, Co., El Sobrante, CA.; Richmond Unified School District, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Education Transition Center.
PUB DATE- Feb 88
NOTE- 66p.; Attachment VI-1 is printed on colored paper.
AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; Coordination; Demonstration Programs; *Disabilities; Educational Practices; Education Work Relationship; Elementary Secondary Education; Information Dissemination; *Information Networks; Models; *Program Development; *School Visitation; *Transitional Programs
IDENTIFIERS- California

California's Education Transition Center has developed a network of exemplary collaborative transition programs which agree to provide site visitors with information about school, community, and private programs that can improve school-to-adult-life transition services for "at risk" students. This document contains guidelines prepared to assist model visitation sites to: identify and evaluate exemplary programs within their school district's boundaries; set up local visitation networks; coordinate the visitation process; and conduct follow-up assessments of their visitors' plans and actions for implementing changes or improvements in their service areas. A flow chart of major activities outlines the steps involved in establishing a model visitation site. Steps in the flow chart include such activities as assembling an advisory board to examine exemplary programs; screening sites; developing materials to disseminate information about the programs; and visitation screening, planning, and recordkeeping. A total of 33 attachments provide instructions, sample letters, sample questionnaires, action plans, and other guidance for each step's implementation. (JDD)

ED 302 003 EC 211 800

Justice, Thomas I.
Analysis of Role-Shifting Patterns in Transition.
California State Dept. of Education, Sacramento. Education Transition Center.
SPONS. AGENCY- Santa Barbara Elementary-High School District, CA.
PUB DATE- 88
NOTE- 39p.
GRANT- ETC-a.2.2
AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; Agency Role; *Change Strategies; *Disabilities; *Educational Change; Education Work Relationship; Models; Organizational Change; *Program Implementation; Staff Development; *Staff Role; Teacher Role; *Transitional Programs
IDENTIFIERS- *Role Shift

This report analyzes and documents the ways that existing educational service systems have successfully modified their roles in order to improve school-to-adult-life transition services for students with disabilities. The report is based on findings from development of a model cooperative transition services system, which revealed that new roles are crucial to the implementation of a fully functioning transition services program. The report is designed to provide practical ideas for resourceful school systems planners, to build an enhanced transition program by shifting roles rather than requiring costly additional resources. The report explains the role shifting research model and identifies problem areas and change functions involved in role shifting. Also analyzed are trends in role shifting patterns and change strategies, such as creating new positions to coordinate vocational and special education; creating the roles of case manager, job coach, and job developer; changing teachers' roles to emphasize community-based instruction; etc. The report also reviews funding strategies for transition programs, lists critical factors for change, and offers personnel planning guidelines. (JDD)

ED 302 004 EC 211 801

Dick, Marlene A.; And Others
Building Bridges: Strategies for Parent-Professional Collaboration Training for Transition.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Education Transition Center.
PUB DATE- 88
NOTE- 51p.; For related document, see EC 211 802.
GRANT- ETC-a.2.2
AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperative Planning; Coordination; *Disabilities; Education Work Relationship; Needs Assessment; *Parent Education; Parent Participation; Parent Workshops; *Professional Training; Program Development; Secondary Education; *Training Methods; *Transitional Programs

Representatives were surveyed from 36 parent training programs dealing with school-to-adult-life transition, to identify practices which appeared to correlate strongly with positive outcomes for parents, professionals, and children/youth with special needs. Strategies which were identified as essential to parent/professional collaborative training for transition programs include: assessment of training needs, consideration of planning team membership, training that goes beyond an awareness level to the level of implementation, use of local parent and professional networking, identification of demographic variables, provision of workshops and follow-up activities, development of appropriate materials, and sensitization of parents to the needs of professionals and sensitization of professionals to the needs of parents. Strategies unique to a small number of effective training programs include such things as hiring members of under-represented populations to act as outreach staff and paying parents to attend training. Appendices contain a sample needs assessment and a list, organized by state, of the survey participants and non-participants. Also included are definitions of terms and a flowchart of the sequential planning process. (JDD)

ED 302 005 EC 211 802

Dick, Marlene A.; And Others
Building Bridges: Technical Report on Strategies for Parent-Professional Collaboration Training for Transition.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Education Transition Center.
PUB DATE- 88
NOTE- 93p.; For related document, see EC 211 801.
GRANT- ETC-a.2.2
AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Planning; Coordination; *Disabilities; Education Work Relationship; Needs Assessment; *Parent Education; Parent Participation; Parent Workshops; *Professional Training; Program Development; Secondary Education; *Training Methods; *Transitional Programs

This project was designed to identify effective parent/professional collaborative training strategies related to transition. Following a review of the literature on collaborative efforts, methodology is presented for a survey of 36 programs. The survey addressed four key areas: elements related to the type and level of training, demographic information, implementation strategies, and effectiveness. Answers to the 35 survey questions are explained in both chart and narrative form. Essential training strategies derived from analysis of the survey data are then presented, and include: assessment of training needs, consideration of planning team membership, training that goes beyond an awareness level to the level of implementation, use of local parent and professional networking, identification of demographic variables, provision of workshops and follow-up activities, development of appropriate materials, and sensitization of parents to the needs of professionals and professionals to the needs of parents. Strategies unique to a small number of effective training programs include such things as hiring members of under-represented populations to act as outreach staff and paying parents to attend training. Appendices contain a copy of the survey form, a sample needs assessment, and information about the survey participants' programs. (JDD)

ED 302 006 EC 211 803

Palace, Donna; Whitmore, William
Collaborative Transition Planning Systems in Los Angeles, County.
Montebello Unified School District, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Education Transition Center.
PUB DATE- 88
NOTE- 265p.; Portions contain small/marginally legible print.
GRANT- ETC-a.3.1
AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Agency Cooperation; Community Programs; Cooperative Planning; *Disabilities; *Educational Planning; Education Work Relationship; High Risk Students; Parent Participation; Private Schools; Program Evaluation; Public Agencies; *Records (Forms); Referral; School Districts; Secondary Education; *Teamwork; *Transitional Programs
IDENTIFIERS- California (Los Angeles County); Independent Living; *Los Angeles County Schools CA

School districts and community agencies located within Los Angeles County (California) were surveyed to determine the level of transition planning from school to the world of work and community living for "students at risk." Twenty-five school districts and 10 community agencies/private schools receiving supported employment funds are profiled in this document. A comparison matrix presents an overall view of the programs, separately for public school districts and private school/adult agencies. The matrix provides information on demographics, services, transition team operational procedures, team membership and selection, parent practices and procedures, systems planning, and subjective/objective evaluation. In addition, there is a narrative describing the unique features of each respondent, focusing on its referral procedures, transition team operation, parental involvement, agency referrals, and interagency collaboration. Appendices, which comprise over half of the volume, contain materials received from survey participants, including samples of questionnaires, progress reports, curriculum materials for teaching pre-employment skills training and community transition training, team action plans, community resource directories, and other items. (JDD)

ED 302 007 EC 211 804

Andersen, Lee; And Others
Model Curriculum Emphasizing Transition: A Curriculum Planning Guide for Students with Mild Disabilities.
Merced County Schools, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Education Transition Center.
PUB DATE- 88
NOTE- 449p.
GRANT- ETC-a.1.1
AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825 ($25.00 with 9 discs).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; Computer Managed Instruction; *Curriculum; Databases; Education Work Relationship; Elementary Secondary Education; Emotional Development; Health; *Individualized Education Programs; *Mild Disabilities; Preschool Education;

Safety; Science Instruction; Social Development; Social Studies; *Student Educational Objectives; *Teaching Methods; *Transitional Programs

This curriculum emphasizes successful transition from school to work and to a quality adult life for students with mild disabilities. The curriculum includes a scope and sequence outlining 11 subject matter content areas, covering tasks appropriate for learners from a developmental age of 1 month to 21 years. The 11 content areas include psycho-perceptual, early development, basic skills, comprehensive basic skills, essential skills, science, social studies, health/safety, basic living, social/emotional, and career education. Within the subject areas are listed 2,000 objectives for use in individualized education programs or individualized transition plans. A process is presented for aligning the transition curriculum with core curriculum content areas. Many objectives include references to instructional materials. A computer-searchable set of the curriculum objectives are also available for Apple IIe and IBM PC computers; the curriculum text provides directions on accessing objectives on the diskettes, selecting them for printout, modifying objectives, and adding new objectives. The curriculum was designed so that sections could be used independently; many subcomponents can be modified or replaced to meet users' unique needs. Also described are student activities called "transition projects," which parallel individualized education program goals related to transition and are performed in non-school environments. (JDD)

ED 302 008 EC 211 805

Fulton-Burton, Louise
Analysis of Follow-Up Systems.
Riverside County Dept. of Education, Calif.
PUB DATE- 88
NOTE- 145p.
GRANT- ETC-a.3.3-03
AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Data Collection; *Disabilities; Dropouts; *Followup Studies; Graduate Surveys; High Risk Students; *Measurement Techniques; Occupational Surveys; *Outcomes of Education; Program Development; Records (Forms); Secondary Education; *Special Education; *Systems Development

This manual provides a model for tracking the progress of special education and high-risk students who have completed secondary schooling. The manual includes a literature review, procedures for development of a followup system, a bibliography of over 200 followup materials, and a three-part followup instrument. Samples of followup instruments were analyzed, from school districts in California and across the nation. A three-part followup instrument was then designed, which included a teacher-completed School Records Form, a student-completed Baseline Form, and the Followup questionnaire. Content validity and reliability were examined through evaluation of current followup instruments, evaluation by an advisory panel, and field testing of the draft instrument and a modified instrument. Recommendations resulting from this study of followup systems focus on the need for: a systematic followup instrument and procedure, consistency across all related adult service agencies, field testing, ongoing review, effective interview methods, etc. Procedural guidelines provide step-by-step directions and sample forms and letters that can be used to implement a followup study. Critical tasks outlined in the guidelines include determining the scope of the data collection, identifying data sources, assessing resource needs and finalizing goals, preparing for followup data collection and collecting baseline data, and collecting followup data. (JDD)

ED 302 009 EC 211 806

O'Neal, Linda; And Others
Transition: A Handbook for Parents, Students Advocates and Transition Reference Guide: A Collaborative Transition Planning System and Vocational/Employment Preparation: Programs Available for Special Education Students.
Irvine Unified School District, Calif.
PUB DATE- 88
NOTE- 70p.
GRANT- ETC-a.3.1-11; ETC-a.3.-11
AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825 ($20.00 set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Child Advocacy; Committees; *Disabilities; *Educational Planning; Elementary Secondary Education; Employment Projections; Financial Support; *Human Services; Job Training; Legislation; *Teamwork; *Transitional Programs; Vocational Education
IDENTIFIERS- *Individualized Transition Plans; *Irvine Unified School District CA

Transition procedures in the Irvine Unified School District (California) are explained in a set of three pamphlets. In the first pamphlet, elements of the Individual Transition Plan are outlined. Also discussed are advocacy and the law, financial issues, support services offered by state and community agencies, services of national and state disability organizations, and the employment outlook for various service-producing and goods-producing industries. The second pamphlet addresses the goals of collaborative transition planning, membership of the transition project committee, committee member responsibilities, development of the individual transition plan, and program and service options. An accompanying leaflet lists vocational/employment preparation programs available for special education students, noting their location, student population served, school credit allotted, brief program description, and contact person for additional information. (JDD)

ED 302 010 EC 211 807

Haynes, John; Justice, Tom, Ed.
Organizational Barriers to Transition: Summary.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Education Transition Center.
PUB DATE- 88
NOTE- 33p.
GRANT- ETC-a.3.4
AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administration; Adults; *Agency Cooperation; Attitudes; Coordination; *Delivery Systems; *Disabilities; Education Work Relationship; Elementary Secondary Education; Eligibility; Financial Support; Job Training; *Organizational Effectiveness; Professional Training; *Program Effectiveness; *Transitional Programs; Vocational Rehabilitation

This study sought to identify the barriers that negatively impact the ability of disabled youth to successfully make a transition from school into employment and a quality adult life, and sought to specifically define organizational disincentives to successful transition. Current research is reviewed relating to organizational barriers to successful transition. A survey instrument was developed and was used to interview 125 representatives of primary youth-adult service provider agencies and interest groups, including education agencies, rehabilitation/habilitation services, Job Training Partnership Agency programs, regional centers, Department of Vocational Rehabilitation, advocacy groups, and parent groups. Results indicated that barriers and disincentives to the transition process existed in the areas of: program operation/system delivery, attitudes, collaboration, funding, personnel training, and eligibility procedures. Respondents felt that the educational system possessed the greatest number of barriers to transition, followed by parents and rehabilitation services. Recommendations for change conclude the report. (JDD)

ED 302 011 EC 211 808

Clitheroe, H. C.; And Others
A Needs Assessment for Learning Disabled Adults.
Rehabilitation Center for Brain Dysfunction, Inc., Irvine, CA.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Education Transition Center.
PUB DATE- 88
NOTE- 64p.
GRANT- ETC-x.1.1-11
AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adults; Age Differences; Attitudes; Coping; Daily Living Skills; *Delivery Systems; Interpersonal Competence; Job Skills; *Learning Disabilities; *Needs Assessment; Parent Attitudes; Sex Differences; Surveys; *Transitional Programs
IDENTIFIERS- Independent Living

A needs assessment was conducted with clients of the Rehabilitation Center for Brain Dysfunction (Irvine, California) and other local populations of learning-disabled adults. This report discusses the background of the problem addressed by the needs assessment, presents the results of an in-depth analysis of the responses to the survey instrument, and makes suggestions for continuing efforts in the estimation of the needs of and provision of services to learning-disabled adults. An initial survey conducted in 1985 involved 28 clients, 26 parents of clients, and 16 professionals. In 1987, demographic questions were added to the survey instrument and the instrument was administered to 42 Center clients and 28 other learning-disabled young adults. Results of the needs assessment indicated, among other things, that vocational skills are the most important factor in a learning-disabled adult's successful transition. Parents felt that social skills were also very important, while professionals did not believe that either social skills or independent living skills were very important to success. A direct correlation was seen between learning-disabled adults' age and their perceptions of the importance of vocational skills. Male learning-disabled adult respondents indicated a lower needs priority in all categories compared to female respondents. Appendices include the survey instruments, a table of means of responses, suggestions for additional research, and a list of strategies for responding to identified needs. (JDD)

ED 302 012 EC 211 809

Handbook for Conducting Student Follow-Up Studies: Materials and Procedures for Collecting Data on the Activities and Views of Former Students Over a Two Year Post-Training Period.

North Orange County Regional Occupational Program, Anaheim, CA.; Riverside County Dept. of Education, Calif.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Education Transition Center.
PUB DATE- 88
NOTE- 95p.; Educational Research Associates and Pacific Management and Research Associates also collaborated in the project.
GRANT- ETC-a.1.4; ETC-a.3.3.03; ETC-a.3.3.08; ETC-b.2.1
AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; Computer Oriented Programs; *Data Analysis; Data Collection; *Disabilities; Educational Assessment; Employment; *Followup Studies; *Graduate Surveys; Management Information Systems; Outcomes of Education; Quality of Life; Questionnaires; *Research Design; Sampling; School Surveys; Secondary Education; Special Education; Success; *Transitional Programs
IDENTIFIERS- *Special Needs Students

This handbook provides survey questionnaires and procedures to guide users in the conduct of follow-up studies to assess the transition success of special education and non-special education students. It focuses on collecting three types of data (employment activities, quality of life, and goal achievement) for special education students and general education students just prior to their graduation and over the following 2 years. The basic laws of polling are explained in an overview of what constitutes good survey practice, what to avoid doing, and how to conduct quality survey research with limited resources. This is followed by a "cookbook" of procedures to follow and steps to take in order to collect good data, including how to establish a management information system and a data-collection system. Specific recommendations are also offered about computerization of the data collection, such as approaches for storing and analyzing data. The appendices include in-class questionnaires, telephone interview forms, face-to-face interview forms, consent agreements, and other materials necessary to conduct research about two different groups of students over 2 years of transition. (JDD)

ED 302 013 EC 211 810

Greene, Gary; And Others

Instructional Strategies for Special Education Students in Regular Vocational Classes: A Preservice Handbook.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Education Transition Center.

PUB DATE- 88

NOTE- 96p.

GRANT- ETC-a.3.2

AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825 ($17.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Agency Cooperation; Classroom Environment; Cooperative Learning; Coordination; Cross Age Teaching; Curriculum Development; Diagnostic Teaching; *Disabilities; *Educational Strategies; Elementary Secondary Education; Individualized Instruction; *Instructional Design; *Mainstreaming; National Organizations; Organizations (Groups); Peer Teaching; Task Analysis; Tutoring; *Vocational Education

IDENTIFIERS- California; Direct Instruction

This handbook contains eight generic instructional strategies for use in vocational education contexts. The strategies include: clinical teaching, collaborative approach, cooperative learning groups, direct instruction, environmental/curriculum modification, individualized instruction, task analysis, and peer or adult tutoring. For each strategy, information is provided about the structure of the strategy and its stated purpose, examples of its use in vocational settings, summary of related research, implementation considerations, and sources of additional information. The last section of the handbook, titled "State and National Resources," identifies agencies and organizations in California and across the nation which can provide assistance in implementing these instructional strategies. (JDD)

ED 302 014 EC 211 811

La Mar, Kathleen; Rosenberg, Bill
Synthesis of Individual Transition Plans: Format and Process.
Sonoma County Superintendent of Schools, Santa Rosa, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Education Transition Center.
PUB DATE- 88
NOTE- 156p.
GRANT- ETC-a.2.1
AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Planning; *Disabilities; *Educational Planning; *Education Work Relationship; Elementary Secondary Education; *Meetings; Models; Program Implementation; *Records (Forms); *Transitional Programs
IDENTIFIERS- *Individual Transition Plans

This document presents a prototype Individual Transition Plan (ITP) process and format for students receiving special education services. Following an overview of the role of transition, a section on the ITP process discusses pre-meeting activities, conducting an ITP meeting, monitoring and evaluating the ITP meeting, and a rationale for the selection of this ITP process prototype. A transition planning guide explains to students, families, and advocates the purpose of an ITP and the events that occur at a transition plan meeting. The following section provides a form for use in the ITP process, illustrates use of the form by including a sample completed form, and provides a rationale for selection of this ITP format. Recommendations suggest future activities to identify and implement the valid components of the prototype ITP, such as formation of an ITP advisory committee, development of training programs, and broadening of the ITP process to include "at risk" youth. Appendices include a parent questionnaire, field input questionnaire, the dimensions of the ITP formats surveyed, a summary of the prototype reviewers' comments, and examples of supplemental forms. (JDD)

ED 302 015 EC 211 812

Marinoble, Rita; Hegenauer, Judy

Quality of Life for Individuals with Disabilities: A Conceptual Framework.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Education Transition Center.

PUB DATE- 88

NOTE- 30p.; For related document, see EC 211 813.

GRANT- ETC-a.1.4

AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Community Resources; Definitions; *Disabilities; Educational Planning; Educational Quality; Health; *Interpersonal Relationship; Job Satisfaction; Leisure Time; Life Satisfaction; *Physical Environment; *Quality of Life; Social Environment; Student Educational Objectives; *Transitional Programs; Work Environment

IDENTIFIERS- Resource Utilization

One of the desired outcomes of transition planning for students with disabilities is to enable the students to lead a quality adult life. This report contains a literature review which outlines recent approaches to addressing quality of life issues, including conceptualizations, methodologies, and ethical concerns. A field inquiry report summarizes the results of interviews conducted among individuals with disabilities. These interviews were conducted with 45 persons, ranging in age from 20 to 50. Eight domains were explored during the interviews, including: environment, employment/occupation, education/training, health, community utilization, personal management, leisure/recreation, and interpersonal relations. Three domains were mentioned repeatedly as areas needing improvement or contributing to negative experiences/feelings. These three domains were: interpersonal relations, environment, and community utilization. Based on information from the literature review and interviews, a definition of quality adult life is presented as a working model. A copy of the form used to guide the interviews concludes the document. (JDD)

ED 302 016 EC 211 813

Cardinal, Don N.; Quinn, David
Quality Adult Life and Employment: A Quick Reference Guide to Bibliographic Citations.
North Orange County Regional Occupational Program, Anaheim, CA.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Education Transition Center.
PUB DATE- 88
NOTE- 162p.; For related document, see EC 211 812.
GRANT- ETC-a.2.1
AVAILABLE FROM- Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; *Disabilities; *Employment; High Risk Persons; Job Satisfaction; Life Satisfaction; *Quality of Life; *Quality of Working Life; *Work Environment

A review of the literature and a bibliography are provided on employment and the quality of adult life for individuals with disabilities. The literature review examines the concept of quality of life in general as well as quality of life assessments among populations with specific handicapping conditions. This is followed by a list of over 800 references to publications on quality of life. Journal articles, dissertations, and manuscripts are emphasized more than books, and supporting and peripheral publications are emphasized more than traditional, more visible works. The list is categorized using a specially developed coding system, which organizes citations by their degree of relationship to quality indicators of the population at risk, by their focus on quality of life or quality of working life, and by the special population targeted. The bibliographic citations are also listed in alphabetical order by author. Each citation contains the author, title, publication date, and the name of the journal or publisher. (JDD)

ED 302 017 EC 211 814

Valley Transitional School Project, Final Report, October 1, 1984-September 30, 1987.

Augusta County Schools, Staunton, Va.; Staunton City Public Schools, VA.; Virginia State Dept. of Rehabilitation Services, Richmond.; Waynesboro City Public Schools, VA.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Sep 87

NOTE- 74p.; Vector Industries also co-sponsored the project. For related document, see EC 211 815.

GRANT- G008435099

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agency Cooperation; Demonstration Programs; *Education Work Relationship; Employer Attitudes; *Employment Potential; Evaluation Methods; High Schools; Job Placement; Parent Role; Program Evaluation; *Severe Disabilities; *Transitional Programs; Vocational Education

The final report of the 3-year Valley Transitional School Project, serving Augusta, Staunton, and Waynesboro schools, all located in Augusta County, Virginia, contains information on the project accomplishments, population characteristics, evaluation activities, dissemination activities, replication, products developed, and conclusions and recommendations. The purpose of the project was to develop and validate a model which would assist school youth with severe disabilities to make the transition from school to employment, in the most competitive employment environment possible. Stressed were the following key elements: curriculum emphasis during the elementary years; systematic vocational training throughout the secondary years; effective work by cooperative interagency teams; parent, consumer, and employment involvement; and community and professional awareness and support of multiple employment options. Specific project accomplishments are listed for each of eight objectives including: developing and implementing a multi-agency comprehensive assessment model; providing a work experience for students to aid in the transition to employment; developing a community based curriculum; organizing a parent employer advisory group; developing an inservice training module for school personnel and developing an awareness module for parents and employers. (DB)

ED 302 018 EC 211 815

Transition Handbook: Valley Transitional School Program.

Augusta County Schools, Staunton, Va.; Staunton City Public Schools, VA.; Virginia State Dept. of Rehabilitation Services, Richmond.; Waynesboro City Public Schools, VA.

PUB DATE- 88
NOTE- 115p.; For related document, see EC 211 814. Uneven print density may affect legibility. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Cooperation; *Community Resources; Demonstration Programs; *Education Work Relationship; *Employment Potential; High Schools; Models; *Severe Disabilities; State Programs; *Transitional Programs
IDENTIFIERS- *Virginia

The handbook was developed by the 3-year Valley Transitional School Project, serving Augusta, Staunton, and Waynesboro schools, all located in Augusta County, Virginia. The purpose of the project was to develop and validate a model which would assist school youth with severe disabilities to make the transition from school to employment, in the most competitive employment environment possible. The introduction defines "Transitioning," discusses the need for a transitional service delivery system, lists the eight project objectives, and identifies innovative program features such as interagency planning and implementation and a tracking and follow-up system. The next section details the Interagency Model with information on the Professional Advisory Committee, the Local Interagency Transitioning Team, student transition planning/implementation, and administrative procedures for transition services. The third section describes available resources including the Virginia Department of Education; Virginia Department of Rehabilitative Services; State Council of Higher Education; Virginia Employment Commission; Virginia Department for the Visually Handicapped; Virginia Department for the Deaf and Hard of Hearing. The next section describes local services including the Department of Rehabilitative Services, the Valley Community Services Board, the Social Security Administration, the local Health Departments, and various private and church-based services. Appended are forms used in the program and the interagency cooperative agreement. (DB)

ED 302 019 EC 211 816

Delaware State Plan, Fiscal Year 1988-90.
Delaware State Dept. of Public Instruction, Dover.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 15 May 87
NOTE- 627p.; Portions contain small and/or broken type.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Due Process; Elementary Secondary Education; Handicap Identification; Individualized Education Programs; *Long Range Planning; Mainstreaming; *Special Education; *State Programs; *State Standards; Student Evaluation; Student Placement
IDENTIFIERS- *Delaware

The Delaware State Plan for fiscal years 88-90, as mandated by Public Law 94-142, the Education for All Handicapped Children Act. Part I consists of various submission statements and certifications required by the law. Part II consists of substantive requirements. Policies, procedures, and descriptions concerning the following are detailed: right to education policy statement, full educational opportunities goal, policy on priorities, child identification, individualized education programs, procedural safeguards, least restrictive environment, protection in evaluation procedures, comprehensive system of personnel development, participation of private school children, placement in private schools, recovery of funds for misclassified children, notice and opportunity for hearing on local education association application, annual evaluation, additional requirements, and confidentiality. Also addressed is the use of Part B funds, and additional state plan requirements. Eight appendixes provide data concerning the comprehensive system for personnel development, anticipated needs for educational surrogate parents, a needs assessment survey, personnel projections, the handbook for the Comprehensive Compliance Monitoring System, and the Administrative Manual for Programs for Exceptional Children. (DB)

ED 302 020 EC 211 817

Fuchs, Lynn S.; And Others
Effects of Alternative Goal Structures within Curriculum-Based Assessment.
George Peabody Coll. for Teachers, Nashville, Tenn.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- 1 Jan 88
NOTE- 32p.
GRANT- G008530198
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Diagnostic Teaching; *Disabilities; Elementary Education; *Goal Orientation; *Instructional Effectiveness; *Student Educational Objectives; Student Evaluation; *Teaching Methods
IDENTIFIERS- *Curriculum Based Assessment

The study assessed the effects of alternative goal structures within curriculum based assessment (CBA) in the area of math. Subjects were 30 elementary level special education teachers, assigned randomly to a dynamic goal CBA, static goal CBA, or control group for 15 weeks. Two pupils in each class were identified to evaluate the effects of the instructional intervention. In the dynamic goal condition, teachers employed CBA, and (1) modified instructional programs when student progress fell below expectations and (2) increased goals when student progress exceeded expectations. In the static goal condition, teachers employed CBA and modified programs when progress was below expectations, but did not systematically increase goals in response to progress that exceeded anticipated improvement rates. Multivariate analyses of variance conducted on fidelity of treatment measures indicated that dynamic goal teachers increased goals more frequently and, by the study's completion, employed more ambitious goals. Multivariate analyses of covariance indicated that students in the dynamic goal group had better content mastery than control students, whereas students in the static goal group did not. Content coverage for the three groups was comparable. Implications for instructional goal-setting practice are discussed. (Author/DB)

ED 302 021 EC 211 818

Gifted & Talented/Technology/Special Interests. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).

Michigan State Board of Education, Lansing.

PUB DATE- Aug 86
NOTE- 53p.; Reprinted with permission from NDN's "Educational Programs That Work," 12th edition; see ED 266 134.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Demonstration Programs; Elementary Secondary Education; *Gifted; *Student Interests; *Talent; *Technology; *Validated Programs

The booklet contains descriptions of educational programs in the area of gifted and talented, technology, and special interests which have been validated as successful by the Joint Dissemination Review Panel of the U.S. Department of Education. Programs are listed alphabetically and also provided are an index of programs by category and an index of programs by grade levels (for which validation exists). Provided for most programs are the title, the intended audience, a descriptive abstract, training requirements, costs, services, contact person, address, and phone number. Programs deal with such areas as the following: arithmetic, behavior problems, calculator use, career education, competency based education, computer literacy, computer managed instruction, conflict resolution, critical thinking, daily living skills, gaming/simulation, individualized instruction, learning disabilities, mastery learning, money management, parent involvement, problem solving, reading, religious traditions, self-protection, staff development, tutoring, volunteers, work experience programs, and writing (composition). (DB)

ED 302 022 EC 211 819

Special Education/Learning Disabilities. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).

Michigan State Board of Education, Lansing.

PUB DATE- Aug 86

NOTE- 87p.; Reprinted with permission from NDN's "Educational Programs That Work," 12th edition; see ED 266 134.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Demonstration Programs; Elementary Secondary Education; *Instructional Effectiveness; *Learning Disabilities; *Validated Programs

The booklet contains descriptions of educational programs in the area of special education/learning disabilities which have been validated as successful by the Joint Dissemination Review Panel of the U.S. Department of Education. Programs are listed alphabetically and also provided are an index of programs by category and an index of programs by grade levels (for which validation exists). Provided for most programs are the title, the intended audience, a descriptive abstract, training requirements, costs, services, contact person, address, and phone number. Programs deal with such areas as the following: arithmetic, art, basic skills, behavior problems, class organization, competency based education, continuous progress plan, daily living skills, diagnostic teaching, dropout prevention, home instruction, individual education programs, language acquisition, learning skills, mainstreaming, mathematics, mentally handicapped, nontraditional education, multiple disabilities, parent education, preschool education, prescriptive instruction, remedial reading, school community programs, staff development, tutoring, vocational education, and work experience programs. (DB)

ED 302 023 EC 211 820

Stades-Veth, Jo
Playtherapy Gives Evidence of Curative Power of Mother-Child Holding as Treatment for Autistic and Emotionally Disturbed Children.
PUB DATE- Sep 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attachment Behavior; *Autism; *Emotional Disturbances; *Mothers; *Outcomes of Treatment; *Parent Child Relationship; Play Therapy; Therapy; Young Children

The paper offers a play therapist's evidence for the curative power of intensive mother-child holding of children with emotional problems resulting from separation from the parent and emotional disturbances including autism. Dramatic improvements were observed in the play behaviors of autistic children after enforced cuddling--and these were children whose previous play usually involved meaningless, monotonous, stereotyped activities. The avoidance by autistic infants and young children of physical contact is seen to lead to far less physical closeness between the mother and the autistic child than is the case with non-autistic children. A bibliography of 84 references is appended. (DB)

ED 302 024   EC 211 821

Singer, Judith D.; Raphael, Ellen S.
Per Pupil Expenditures for Special Education: To Whom Are Limited Resources Provided? Revised. Final Report.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 98p.; Part of the Collaborative Study of Children with Special Needs conducted by a multidisciplinary research team from the Children's Hospital.
GRANT- G008630147
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Expenditure per Student; *Instructional Student Costs; Mainstreaming; *Noninstructional Student Costs; Program Costs; *Pupil Personnel Services; Special Classes; Special Education; Student Placement; Urban Education

The study estimated per pupil expenditures for a stratified random sample of 571 special education students in three metropolitan school districts--Charlotte-Mecklenburg (North Carolina), Milwaukee (Wisconsin), and Rochester (New York). The study used data collected in 1982-83 from parent interviews, teacher interviews, and the student's school record. The distribution of estimated per pupil expenditures was examined overall and by primary handicap, by placement, by study site, and by background characteristics. Factors associated with variations in estimated per pupil expenditures were identified. Main findings included: (1) the mean per pupil expenditure for all special education students was approximately twice that of regular students; (2) instruction accounted for 68% of expenditures, related services for 8%, and indirect services for 24%; (3) expenditures for instruction and related services varied considerably; (4) hearing impaired and physically/multiply handicapped students had higher per pupil expenditures than other groups; (5) within primary handicap groups there was considerable variation in per pupil expenditures for related services; (6) the least restrictive environment was also the least expensive and special classes were the most expensive placement; (7) there was no evidence of bias based on race, socioeconomic status, or gender in the levels of resources provided for instruction. (DB)

ED 302 025 EC 211 822

Elliott, Barbara; And Others
Handbook for Transition Planning and Implementation.
Educational Service Unit #9, Hastings, NE.; Hastings Coll., Nebr.
SPONS. AGENCY- Department of Education, Washington, DC.; Nebraska State Dept. of Education, Lincoln.
PUB DATE- May 88
NOTE- 171p.
GRANT- G00853017
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; Career Guidance; Curriculum Development; *Disabilities; *Education Work Relationship; *Employment Potential; Evaluation Methods; Family Role; High Schools; Job Analysis; Needs Assessment; On the Job Training; Program Evaluation; *Rural Education; *Transitional Programs; Vocational Education
IDENTIFIERS- *Individual Transition Plans

The handbook was developed as part of a 2-year grant which developed a rural transition model for handicapped students. It provides special education personnel with suggested guidelines for transitioning handicapped students into post-secondary employment and independent living environments. Part I provides an introduction to the transitional process and an overview of the handbook. Part II discusses creating opportunities and includes suggestions for developing an employment services orientation, steps in marketing planning, and implementing marketing strategies. Part III identifies steps in the transitional process including evaluating interests and expectations, identifying potential jobs, analyzing student skills, performing a job analysis, gaining access to adult interagency service providers, and developing a training curriculum. Part IV focuses on the Individual Transition Plan (ITP) with information on the notice of the ITP meeting, the ITP form, ITP related services, and potential barriers. Part V is on ensuring success through family involvement, school based vocational preparation, on-the-job training and feedback, and ongoing intersector support. Part VI is on evaluating outcomes through a self-survey and a longitudinal evaluation study. A glossary and references are also provided. Appendixes include a listing of key elements of transition, the release of liability form, the proof of insurance form, and the followup study. (DB)

ED 302 026 EC 211 823

O'Neil, John
How "Special" Should the Special Ed Curriculum Be? Experts Debate Merits of Academics, "Life Skills."
Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE- Sep 88
NOTE- 10p.
AVAILABLE FROM- Association for Supervision and Curriculum Development, 125 North West St., Alexandria, VA 22314-2798 ($1.00, include self-addressed stamped envelope, stock number 611-88044).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Daily Living Skills; *Educational Philosophy; Educational Trends; Elementary Secondary Education; Incidence; *Mainstreaming; *Mild Disabilities
IDENTIFIERS- *Regular and Special Education Relationship

The newsletter issue reports on the current debate on the merits of academics versus "life skills" in the education of mildly handicapped students as well as the proposed Regular Education Initiative, a plan to better unify regular and special education. Noted are the increased numbers of students identified as handicapped with the number of children receiving services for learning disabilities increasing by more than 140% in 10 years. Also noted is the high dropout rate (over 30%) of students enrolled in secondary special education programs. Differences of opinion among educators about whether secondary level mildly handicapped students should be provided the standard curriculum or an alternative "functional" curriculum stressing daily living skills are explored. Also discussed are issues concerning the instructional fragmentation caused by pull-out programs and the need for better preparation of regular teachers. A related article reports on controversy concerning the Regular Education Initiative. Differing opinions on the effects of "pull-out" programs, the possible loss of past special education gains, and needed federal support of exploratory programs are also given. (DB)

ED 302 027 EC 211 824

The Rights of Individuals with Handicaps under Federal Law. Information for Those Who Have Rights and Responsibilities under Section 504 of the Rehabilitation Act of 1973.

Office of Civil Rights (ED), Washington, DC.

PUB DATE- Jan 88

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Accessibility (for Disabled); Adult Education; *Civil Rights; Definitions; *Disabilities; Elementary Secondary Education; Employment; *Federal Legislation; Health Services; Postsecondary Education; Social Services; Welfare Services

IDENTIFIERS- Rehabilitation Act 1973 (Section 504)

The booklet is intended to provide basic information for persons with either rights or responsibilities under Section 504 of the Rehabilitation Act of 1973. The definition of physical or mental impairment precedes an explanation of the law's requirements. Rights are listed under the following sections: program accessibility; preschool, elementary and secondary, and adult education; postsecondary education; health, welfare and social services; and employment practices. Directions for filing a complaint of discrimination are provided as is a list of the Department of Education Office for Civil Rights Regional Civil Rights offices. (DB)

ED 302 028   EC 211 825

Bermudez, Lydia V.
A Transition Program from a Hospital to a Mainstreamed Setting for Deaf Children: A Process of Parental Involvement.

PUB DATE- 25 Apr 88
NOTE- 136p.; Ed.D. Practicum I Report, Nova University. Some portions of the document contain light, broken type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Deafness; Emotional Adjustment; *Hospitalized Children; *Mainstreaming; *Parent Attitudes; *Parent Participation; Preschool Education; Puerto Ricans; Social Support Groups; Stress Management; *Transitional Programs

This practicum report describes the design and implementation of a program in Puerto Rico to facilitate the transition process for seven deaf preschoolers from a restrictive hospital environment to a mainstreamed regular school setting. The program stresses parental involvement by helping parents to accept their roles, not only as primary caretakers, but also as primary educators. Program strategies included organizing parent support groups to handle parental anxieties and stress. The introductory section describes the community and the writer's role. The chapter on the problem provides a problem description, problem documentation, a causative analysis, and a review of the related literature. A section on anticipated outcomes and evaluation instruments is presented next followed by a chapter on the solution strategy. The final chapter covers results, conclusions, and recommendations. The standards of performance were realized for all objectives. Parental attitudes concerning participation in school related activities evidenced definite improvement. Parents participating in the orientation program found it useful. Parents reported the overall program increased their self-confidence to manage changes brought on by the transition process in which the children were involved. A variety of appendixes provide statistical data, letters and forms used in the program, and parental attitude rating scales. (DB)

ED 302 029   EC 211 826

Gloeckler, Lawrence C.
Assisting Learning Disabled Students Transition to Post-Secondary Programs through Cooperative Planning at the Secondary Level. Final Report.
New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
PUB DATE- 88

NOTE- 221p.
GRANT- G008530182
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Community Colleges; Delivery Systems; *Demonstration Programs; *Learning Disabilities; Program Development; Secondary Education; *Transitional Programs; Two Year Colleges; Vocational Rehabilitation
IDENTIFIERS- *New York

The final report describes a project addressing the lack of adequate transitional assistance for learning disabled students interested in attending a New York community college. The project attempted to: (1) plan and develop a cooperative model; and (2) implement and evaluate the model. After a search of the literature and a needs assessment the project developed a model which addressed specific intervention strategies to be used with the target population and the role of service providers. It stressed the flow of information between the Local Education Agency and the community college. The model was implemented at two community college sites (one urban/suburban and one rural) by Local Project Teams consisting of the coordinator of disabled student services at each college, two vocational Rehabilitation counselors, a resource room teacher, a guidance counselor, and a parent. All major project objectives were met. Appended are: a summary of project activities; the needs assessment, summary of results, and related charts and graphs; the cooperative mode; data collection sheets and summary of data analysis; and training reports. (DB)

ED 302 030 EC 211 827

Gloeckler, Lawrence C.
Residential Placement System: Procedures for the Residential Placement of Children with Handicapping Conditions in Approved In-State Private Schools, Special Act School Districts and Out-of-State Schools with which New York State Contracts.
New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
REPORT NO.- NYSED-88-6609
PUB DATE- Apr 88
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; Decision Making; *Disabilities; Elementary Secondary Education; *Eligibility; Private Schools; *Residential Programs; School Districts; School Responsibility; State Legislation; *State Standards; *Student Placement
IDENTIFIERS- *New York

The document details the procedures, effective in June 1988, for the residential placement of handicapped children in New York State private schools, special school districts, and selected out-of-state schools. The preface states that students may be placed in residential facilities only when such placements are determined to be the least restrictive environment appropriate to meet their educational needs. The newly developed Residential Placement System establishes a process which links eligible students in need of residential placement with available services via a computer assisted system. The residential placement system is detailed in sections on: district Residential Project programs. A Residential Placement System Checklist is provided which covers initial application, determination of eligibility, application for continuation, and the hard-to-place. Appendixes, the major portion of the document, include Residential Placement System Forms, Children's Residential Project program descriptions, a description of the Council on Children and Families Hard-to-Place Children's Activities Unit, and descriptions of the Commission for the Blind and Visually Handicapped, the Department of Social Services, the Office of Mental Health, and the Office of Mental Retardation and Developmental Disabilities. (DB)

ED 302 031 EC 211 828

Students with Cancer: A Resource for the Educator. Revised.

Kansas Univ. Medical Center, Kansas City. Dept. of Pediatric Hematology-Oncology.; Metropolitan Candlelighters, Washington, DC.; National Cancer Inst. (NIH), Bethesda, Md.

REPORT NO.- NIH-87-2086
PUB DATE- Apr 87
NOTE- 30p.; For earlier version, see ED 205 869.
AVAILABLE FROM- Office of Cancer Communications, National Cancer Institute, Building 31, Room 10A24, Bethesda, MD 20892.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (or Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- *Cancer; Classroom Techniques; *Diseases; Elementary Secondary Education; Emotional Adjustment; Mainstreaming; Medical Services; Parent Teacher Cooperation; Teacher Role

Intended for teachers, the booklet provides information on managing a child with cancer in the classroom. Sections deal with the following topics: cancer in the young and its treatment, effects of the disease and treatment, school reentry, the teacher's role, what to find out, dealing with parents, what to do, the student in the classroom, classmates, keeping in touch, other medical concerns, special concerns of junior and senior high school students, and terminal illness. Sources of additional information include self-help groups, a toll free cancer information service, a selected bibliography for educators, and a selected bibliography for young people. (DB)

ED 302 032 EC 211 829

Winnick, Joseph P.; Short, Francis X.
The Physical Fitness of Adolescents with Cerebral Palsy. Project UNIQUE II. Final Report.
State Univ. of New York, Brockport. Coll. at Brockport.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 88
NOTE- 129p.; Prepared by the Department of Physical Education and Sport.
GRANT- G008630128
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Identification; Adolescents; Athletics; *Cerebral Palsy; Classification; *Mild Mental Retardation; *Physical Fitness
IDENTIFIERS- *UNIQUE Physical Fitness Test

The final report describes a 2-year project of the State University of New York, College at Brockport, to study the physical fitness of nonretarded and retarded adolescents with cerebral palsy. The UNIQUE Physical Fitness Test was administered to 203 cerebral palsied adolescents throughout the United States and from segregated and nonsegregated educational placements by 53 professional testers. Subjects were also classified on the basis of sport ability classifications used by the Cerebral Palsy International Sport and Recreation Association. A series of three way univariate analyses of covariance were performed utilizing intellectual classification, age, and gender as independent variables and functional ability as the covariate. A series of multiple regression analyses were also performed and factor analytic solutions were derived. Findings indicated: (1) mild mental retardation was not a significant factor on the physical fitness test performance of individuals with cerebral palsy; (2) the physical fitness factor structures of mildly retarded and nonretarded adolescents with cerebral palsy are virtually identical; and (3) the sport ability classification system was more discriminating in regard to physical fitness performance than the stationary or locomotor classification systems associated with the UNIQUE Physical Fitness Test. (DB)

ED 302 033 EC 211 830

An Integrated System of Services and Support for the Preschool Handicapped Child. Information for Head Start and School District Collaboration.

Oak Harbor School District, WA.; Portland State Univ., Oreg.; Tacoma Head Start, WA.; Washington Office of the State Superintendent of Public Instruction, Olympia.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 84
NOTE- 274p.; Document printed on yellow-colored paper.
GRANT- HHS-10CH0104/03
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; *Cooperative Programs; Definitions; *Delivery Systems; *Disabilities; Intervention; Mainstreaming; *Preschool Education; *Public Education; *School Districts
IDENTIFIERS- *Project Head Start

The manual is intended to encourage Head Start program and school district collaboration in providing an integrated system of services and support for the preschool handicapped child. The introduction identifies specific benefits of collaboration followed by a list of definitions of common terms used by the Head Start programs and school districts. Head Start and school districts are then compared in terms of: differences and commonalities, program philosophy, program goals, program eligibility, program services, staffing, funding, and beliefs and assumptions which might inhibit cooperation. The next section looks at ways of making collaboration work in subsections concerned with types of collaboration, taking steps toward collaboration, elements of agreements, procedures for developing contractual agreements between Head Start Agencies and local school districts; roles in collaboration (building an integrated support and services system), identification, evaluation, services, non-educational services, and sample placement and service decisions. Over half the document consists of appendixes including information on laws pertaining to services to handicapped preschool children in Head Start and school districts, Head Start income guidelines, Head Start diagnostic criteria, referral placement, sample forms, and a sample Head Start School District agreement and contract. (DB)

ED 302 034 EC 211 831

The Extended School Year Resource Guide: Part I.

Educational Service District 121, Seattle, Wash.; Highline Public Schools, Seattle, Wash.

SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Special Services.
PUB DATE- Aug 84
NOTE- 116p.; For Part II, see EC 211 832.
GRANT- SPI-33469
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Civil Rights; Demonstration Programs; *Disabilities; *Educational Needs; Educational Policy; Elementary Secondary Education; *Eligibility; *Extended School Year; Policy Formation; Program Implementation; Recordkeeping; School Districts; *School Schedules; Summer Programs
IDENTIFIERS- *Washington

The resource guide on developing and/or refining extended school year (ESY) services is intended for local educational agencies in the State of Washington. Part I of the guide describes legal and educational issues, district policy development, eligibility factors, and includes one district's ESY data collection system. Section I presents a brief overview of the current legal requirements that must be considered, reviews major litigation and Office for Civil Rights requirements. Also included are a statement on state and district responsibilities and a discussion of ESY eligibility considerations. Section II offers information on ESY policy considerations and staff responsibilities for developing and implementing ESY services including the function of the multidisciplinary team in the ESY decision making process. Section III provides a comprehensive review of one model for determining ESY service eligibility. Policies and procedures developed by the Highline School District to determine ESY service eligibility are outlined including planning, training, and implementation sequences. A sample action plan details steps for implementing an ESY service eligibility model. The final section includes a reference list and appended material including legislative bases and ESY Data Collection Forms. (DB)

ED 302 035 EC 211 832

The Extended School Year Resource Guide: Part II.

Educational Service District 121, Seattle, Wash.

SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Special Services.
PUB DATE- Mar 85
NOTE- 145p.; For Part I, see EC 211 831.
GRANT- SPI-33663
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Civil Rights; Delivery Systems; Demonstration Programs; *Disabilities; Educational Legislation; *Educational Needs; Educational Policy; Elementary Secondary Education; *Eligibility; *Extended School Year; Financial Support; Policy Formation; Program Implementation; Recordkeeping; School Districts; *School Schedules; Summer Programs
IDENTIFIERS- *Washington

The resource guide on developing and/or refining extended school year (ESY) services is intended for local educational agencies in the State of Washington. Part II of the guide provides detailed information on legal and funding considerations, suggestions for determining service needs, and specific service delivery options. Section I discusses legal and funding considerations in a question and answer format. Sample questions include: How do Existing Statutes and Guidelines Relate to ESY? What Do the Courts Suggest Regarding Which Students Need an Extended School Year? A review of various funding resources available is also provided. Section II describes steps necessary for the multidisciplinary team/individualized education program committee to determine whether a student needs an extended school year. The third section describes options for service delivery. Components necessary for developing a service delivery model include providing inservice for staff, analyzing student needs, developing staffing plans, and notifying appropriate personnel and parents. Over half the document consists of appendixes including a review of the literature, sample data collection forms, sample Individualized Education Program forms, a review of the Iowa ESY Pilot Study, results of a survey of State Special Education Departments, and a 1983 summary of local extended school year programs and practices. (DB)

ED 302 036 EC 211 833

Parent's Guide to Special Education in Washington State, 1985-86 and Guia para Padres: Para Educacion Especial en el Estado de Washington.

Washington Office of the State Superintendent of Public Instruction, Olympia.

PUB DATE- 86
NOTE- 55p.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Translations (170) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Educational Diagnosis; Elementary Secondary Education; Eligibility; Handicap Identification; *Individualized Education Programs; Parent Teacher Conferences; *Special Education; *Student Placement
IDENTIFIERS- *Washington

This pamphlet guides parents of children with disabilities through the procedures for acquiring special education services in the state of Washington. Following an overview of special education, the pamphlet presents information on notice and consent procedures, confidentiality of records, individualized education programs (IEP), the placement process, and due process. An appendix answers common questions about eligibility for special education, types of special education services available, and procedures for bringing a student with a suspected handicapping condition to the attention of school personnel. The pamphlet concludes with a checklist concerning the IEP meeting and the student's placement in the least restrictive environment. The pamphlet is also available in Spanish under the title "Guia para Padres--Educacion Especial." (JDD)

ED 302 037 EC 211 834

State of Washington Three Year Program Plan Public Law 94-142: Providing Programs and Services to Children with Handicapping Conditions, 1987-1989.

Washington Office of the State Superintendent of Public Instruction, Olympia.

REPORT NO.- SS/801/87
PUB DATE- 29 Apr 86
NOTE- 407p.; Print is variable and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compliance (Legal); *Disabilities; Educational Objectives; *Educational Planning; *Educational Policy; Elementary Secondary Education; *Federal Legislation; Preschool Education; *Program Development; *Special Education; Staff Development; State Legislation
IDENTIFIERS- Education For All Handicapped Children Act; *Washington

Presented is Washington's program plan for operating and administering Public Law 94-142, The Education of All Handicapped Children Act, and the Preschool Incentive Grant Proposal for fiscal years 1987-1989. The plan contains submission statements and certificates, written comments received from the public regarding the state plan, and a right to education policy statement. The state's plan for achievement of its full educational opportunity goal is outlined in program areas such as medical services, continuum of alternative placements, occupational therapy, physical education, preschool services, parent counseling/training services, extended school year, severely behaviorally disabled, transitional services, recreational services, and assessment services. Also discussed are regulations and procedures for child identification, individual education programs, procedural safeguards, least restrictive environment, protection in evaluation procedures, personnel development, participation of private school children, placement in private schools, recovery of funds for misclassified students, and annual evaluations. A compliance manual provides information on monitoring the requirements of state regulations. Also included is a report of the staff positions, administrative activities, and services provided by Part B funds. Appendices

contain a report of a special education inservice needs survey, nonpublic school/agency approval procedures, the state's funding application for Part B funds, and amendments to the state plan. (JDD)

ED 302 038 EC 211 835

Rules and Regulations for Programs Providing Services to Children with Handicapping Conditions, Chapter 392-171, 173 WAC. State of Washington.

Washington Office of the State Superintendent of Public Instruction, Olympia.

REPORT NO.- SS/803/86
PUB DATE- 21 Feb 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; Federal Regulation; Handicap Identification; Hearings; Individualized Education Programs; Student Placement
IDENTIFIERS- *Education for All Handicapped Children Act; State Regulation; *Washington

Regulations governing the implementation of the Education for All Handicapped Children Act in Washington State, specifically Chapter 392-171 WAC, are printed here. The regulations cover the follow areas relating to education of handicapped students: definitions, membership and functions of the state advisory council, students' rights to special education, identification and assessment procedures, eligibility criteria for handicapped students, individualized education programs, placements, annual review of placements and student progress, notice requirements, hearings, surrogate parents, records, private school students, annual school district application requirements, miscellaneous program requirements, monitoring/audits, and the citizen complaint process. A list outlining the disposition of sections formerly codified in Chapter 392-171 WAC is also included. The document concludes with Chapter 392-173 WAC regulations, concerning state schools for the deaf and the blind and the early childhood developmental centers operated by the Department of Social and Health Services. (JDD)

ED 301 633 RIE VOL.24,NO.05 FROM: ED 302 039 0002
DOCUMENT RESUME MAY 1989 TO: ED 302 449

ED 302 039 EC 211 836

Partnerships for the Future: Proceedings (Ellensburg, Washington, April 27-28, 1987).

Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Special Services and Professional Programs.

PUB DATE- Apr 87
NOTE- 86p
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; Behavior Disorders; Cooperative Planning; Coordination; *Delivery Systems; *Disabilities; Early Childhood Education; *Educational Practices; Elementary Secondary Education; *Health Services; *Human Services; Transitional Programs
IDENTIFIERS- *Washington

These proceedings are the outcome of a 2-day conference involving education, health, and human service providers who work with children and youth with handicapping conditions across Washington State. The conference's purpose was to bring representatives from interagency teams together to exchange information about how the interagency teams operate, exchange information about barriers/issues related to interagency coordination, participate in staff development on the maintenance of effective interagency coordination and transition, and discuss the commitment both state agencies and local communities have to interagency coordination. Reports are presented from interagency teams focusing on specific program areas, including early childhood, seriously behaviorally disabled, and transition. Each report describes the activities of several interagency teams; the benefits of interagency collaboration to the public, families of handicapped children, and agencies/providers; and key issues. Appendices contain a list of participants, biographical information about conference facilitators and presenters, conference worksheets, an interagency agreement between the Washington State Department of Social and Health Services and the Office of the Superintendent of Public Instruction, eligibility criteria for handicapped students, and conference evaluation results. (JDD)

ED 302 040   EC 211 837

Gaetz, Joan; And Others
To Be the Best That We Can Be: A Self-Study Guide for Early Childhood
Special Education Programs and Staff.
Educational Services District 114, Marine Science Center, Poulsbo, WA.; Oak Harbor School District, WA.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Special Services and Professional Programs.
REPORT NO.- SS/806787
PUB DATE- 1 Sep 87
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; Agency Cooperation; Coordination; Curriculum; Delivery Systems; *Disabilities; *Early Childhood Education; Eligibility; Handicap Identification; Needs Assessment; Parent Teacher Cooperation; Physical Environment; *Program Evaluation; *Records (Forms); *Self Evaluation (Groups); *Special Education; Teacher Student Relationship

This self-study guide facilitates evaluation of early childhood special education programs by providing a tool for identifying both strengths and areas for improvement. Steps are outlined for completing a program self-study. Then forms are offered for assessing the quality of specific program areas. A section on necessary relationships examines school district interagency cooperation/coordination and staff-parent interactions. A section on eligibility for services focuses on locating and identifying children with suspected handicapping conditions, screening, and assessment. Forms to evaluate program specifics cover program delivery models, therapy delivery models, staff qualifications, and staffing ratios. To assess the program's physical environment, forms are provided for considering space and equipment, health and safety, and transportation. Forms dealing with staff-child interaction address classroom management and the curriculum's philosophy, organization, strategies, and materials. Evaluation of program administration calls for a review of general procedures, staff development, program evaluation procedures, and staff supervision. Each form lists several elements found in a quality early childhood special education program, along with space for indicating compliance with these elements and for making comments. (JDD)

ED 302 041 EC 211 838

Employment Training and Transition: Visitors Packet.
Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Special Services.
REPORT NO.- SS/803/88
PUB DATE- Jan 88
NOTE- 98p.; Prepared by the Employment Training and Transition Project.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Daily Living Skills; *Education Work Relationship; High Schools; Individualized Education Programs; *Job Training; Leisure Education; Mainstreaming; Models; Program Implementation; *Severe Disabilities; *Transitional Programs; *Vocational Education
IDENTIFIERS- Supported Work Programs

The Employment Training and Transition Model is presented as a comprehensive classroom model whose goal is to prepare students with severe handicaps to work, live, and recreate in their home communities while in high school and after graduation. The model is built on the assumption that high school programs should be integrated, age-appropriate, community-referenced, future-oriented, comprehensive, effective, and should involve parents. The model defines these values in a way that allows them to be measured and defines target levels of performance. Classroom procedures have been designed to support achievement of those standards. This visitors' packet contains background information about the model, followed by a high school implementation checklist, which focuses on seven areas of model implementation: student integration; development, monitoring, and updating of individualized education programs; effective instructional design and delivery; placement of students in supported employment; management of classroom tasks and resources; consumer satisfaction with classroom operation and student outcomes; and district policies that support the model. The packet also contains a sample individualized education program, a sample transition plan, definitions of job clusters, vocational training formats, answers to common questions about the Employment Training and Transition Model, and a resource list. (JDD)

ED 302 042 EC 211 839

Deno, Stanley L.
Experimental Teaching: An Approach to Improving Student Achievement, Changing Teacher Beliefs, and Identifying Effective Practices.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 85
NOTE- 104p.
GRANT- G008400649
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Experimental Teaching; *Individualized Instruction; *Inservice Teacher Education; *Instructional Effectiveness; Instructional Innovation; Intervention; Outcomes of Education; Performance Factors; Research Methodology; Resource Room Programs; Student Evaluation; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Curriculum Based Assessment

This project sought to test the feasibility and effectiveness of experimental teaching in resource programs, by determining whether teachers could use continuous data to test successive hypotheses and empirically determine which reforms in an individual student's educational program produce the best performance outcomes. The project also evaluated whether learning and implementing experimental teaching procedures had any effect on teachers' knowledge, attitudes, and beliefs regarding individually tailored instruction. Fifty-five special education teachers were taught curriculum-based measurement procedures, time series research methods, and intervention strategies. Analysis of 2 years of research data showed that the teachers were successfully trained to identify effective instructional programs for their students. Student data indicated greater performance increases under a treatment-oriented strategy, where frequent program modifications were made on the basis of direct comparison of progress in successive intervention phases, rather than a more traditional goal-oriented strategy. Results from the measurement of teacher knowledge and beliefs indicated that teachers modified their beliefs concerning the effectiveness of educational interventions. Appendices include a listing and description of instructional contrasts generated by participant teachers, an intervention knowledge scale, and other items. (JDD)

ED 302 043 EC 211 842

Fragile X Syndrome. ARC Facts.
Association for Retarded Citizens, Arlington, TX.
PUB DATE- Jan 88
NOTE- 3p.
AVAILABLE FROM- Association for Retarded Citizens, 2501 Avenue J, Arlington, TX 76006 (single copy free, with a self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Congenital Impairments; Counseling; Disease Incidence; Genetics; *Heredity; *Medical Services; *Mental Retardation; *Sex Differences
IDENTIFIERS- *Fragile X Syndrome

Fragile X syndrome is an inherited genetic condition identified by a break or a weakness on the long arm of the X chromosome, and associated with mental retardation. Described on this single-sheet information guide are the prevalence of fragile X syndrome, its increased rate of incidence in boys as compared to girls, physical characteristics, degree of associated mental retardation, behavioral symptoms, treatment, historical identification, chances of hereditary transmission, resources for genetic counseling, and a list of references. (JDD)

ED 302 044 EC 211 843

Litus, Tonyia J.
Implementation of Biofeedback Techniques To Reduce Stress Involving Communication Skills with Elementary School Hearing Impaired Students.

PUB DATE- 21 Jun 88
NOTE- 70p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Behavior Modification; *Behavior Problems; *Biofeedback; *Hearing Impairments; Intermediate Grades; Intervention; Outcomes of Treatment; Relaxation Training; Self Control; *Skill Development; *Stress Management; *Teaching Methods; Training
IDENTIFIERS- Galvanic Skin Response

Two sixth-grade, hearing-impaired students were studied to determine the effectiveness of stress management techniques using biofeedback instruments to monitor their nervous and cardiovascular systems. The male student had behavior problems, exhibiting explosive behavior without warning. The female student experienced excessive audible inhalations during reading recitations and expressive language-producing situations. The students were taught appropriate breathing techniques, self-regulatory skills for skin temperature feedback and charting, relaxation training, and use of galvanic skin resistance electrodermal response instruments. Results of the project showed that stress management training using biofeedback can be successfully implemented with hearing-impaired students. The male student improved his conduct ratings from unsatisfactory to satisfactory, and the female student's inhalations were decreased to within the normal range. Other project goals, which were achieved to varying degrees, included decreasing self-reported stress, improving self-image, decreasing electrodermal responses, and increasing average peripheral temperatures to the normal range. (Author/JDD)

ED 302 045 EC 211 844

Pickett, Anna Lou, Ed.
Paraprofessional Bibliography: Training Materials and Resources for Paraprofessionals Working in Programs for People with Disabilities.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
PUB DATE- Apr 88
NOTE- 40p.; Produced by the National Resource Center for Paraprofessionals in Special Education and Related Services.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Adults; *Audiovisual Aids; Community Services; *Disabilities; Elementary Secondary Education; *Inservice Education; *Paraprofessional Personnel; *Paraprofessional School Personnel; Preschool Education; Technical Assistance; *Training

This annotated bibliography serves as a resource for program administrators and staff developers to enable them to strengthen and develop systematic training programs for paraprofessional staff. "Training and Instructional Materials: Publications" lists approximately 30 items developed to prepare paraprofessional personnel to work in educational, vocational, and residential settings and other related community-based services for individuals with disabilities of all ages. "Training Materials: Audiovisuals" lists and describes approximately 40 films, videotapes, and sound synchronized slide/cassettes. "Technical Assistance and Related Resource Material" outlines approximately 40 items from professional journals, books, and doctoral dissertations on topics ranging from the impact of paraprofessionals on the quality of service delivery, to burnout, to career development/advancement, to personnel practices. For each entry, the title of the item is provided, followed by the author, date of publication, publisher's address, cost, and annotation. The final sections describe resource lists, bibliographies, product catalogs, journals, newsletters, and organizations. (JDD)

ED 302 046 EC 211 845

Crawford, Dorothy; And Others
Project MEAL (Model for Employment and Adult Living). Final Report and Replication Manual.
Research and Development Training Institutes, Phoenix, AZ.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 118p.; Some charts will reproduce marginally.
GRANT- G008530174
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Coordination; Daily Living Skills; *Delivery Systems; Education Work Relationship; *Employment Services; High Schools; Intervention; Job Placement; *Learning Disabilities; *Linking Agents; Models; Postsecondary Education; *Transitional Programs; Vocational Education

IDENTIFIERS- *Competitive Employment (Disabled); *Independent Living

Project MEAL (Model for Employment and Adult Living) provides a program for post-high-school preparation of unemployed learning-disabled young adults. Its strategies and interventions can be adopted for use with learning-disabled individuals still in school and with individuals having other handicapping conditions. The program's target population is handicapped persons who are exiting or have recently exited from secondary schools and are unprepared for competitive employment or independent living. The program provides a comprehensive model of training and support services which link members of the target population to available community training/education programs and services. Project MEAL strategies call for creation of a service delivery model that includes: linkages between local education agencies and providers of services for learning-disabled adults; provision of educational and vocational career assessment; assistance for clients in developing job readiness skills, specific job skills, and independent living skills; and job placement services. Described in this final report and replication manual are Project MEAL's referral and intake procedures; assessment procedures; curriculum and instructional program; development of Individualized Education, Training, and Employment Plans; tutoring services; financial planning; job development; job tracking; problems encountered while conducting the project; the case management system; and an evaluation of the project's effectiveness. (JDD)

ED 302 047 EC 211 846

Esch, B. J.
Curriculum Outline for Tennessee Transition Model.
PUB DATE- 86
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Curriculum; *Daily Living Skills; *Disabilities; High Schools; Home Management; *Leisure Education; Recreational Activities; *Transitional Programs; *Vocational Education
IDENTIFIERS- Tennessee

This curriculum outline for the Sevier County, Tennessee, transition program for special needs students provides goals and objectives for the following domains: domestic, vocational, community functioning, and recreation/leisure. The domestic domain covers personal hygiene/grooming, first aid, home nursing, birth control/pregnancy, parenting, drug awareness, home management, and money management. Vocational domain areas of focus include job search techniques, job applications, interviewing, job retention, punctuality and attendance, social skills in the workplace, communications skills, problem-solving skills, specific skills training, and conducting a marketing survey. The community functioning domain encompasses mobility in the school environment, the community, and crossing streets; use of cafeterias and fast food restaurants; general shopping skills; and use of pay telephones, vending machines, laundromats, banks, post offices, and public service offices. The recreation/leisure program emphasizes use of local resources such as the National Park Service, community centers, churches, and local organizations. A recreation/leisure activities survey form is presented, and potential fitness/leisure activities are briefly described, including swimming, hiking, hunting, crafts, pet care, and gardening. (JDD)

ED 302 048 EC 211 847

Miller, Ronald C.; And Others
Attendance Improvement and Dropout Prevention (A.I./D.P.) Special Education Program 1986-1987 End of the Year Report and Evaluation Summary. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Oct 87
NOTE- 51p.; Prepared by the Special Education Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Attendance; Behavior Problems; *Counseling Services; *Disabilities; Dropout Characteristics; *Dropout Prevention; Guidance Programs; *High Risk Students; Intermediate Grades; Junior High Schools; Outreach Programs; Physical Health; *Potential Dropouts; Program Evaluation; Reading Ability; School Counseling

This report evaluates the special education component of the 1986-87 Attendance Improvement/Dropout Prevention program of the New York City Board of Education. The program was designed to provide intensive services to special education students at risk of dropping out of school. The report presents characteristics of students in the program, examines the degree to which the program guidelines were implemented, analyzes attendance and academic improvement of student participants, and presents conclusions and recommendations. Students selected for the program had excessive absence, low reading level, health problems, or behavior problems. Program services for the 2,333 students in 43 middle schools and citywide sites included a facilitation component to monitor attendance and provide referrals to community agencies; an attendance outreach component to contact parents concerning their children's progress; a guidance/counseling component; a health component; a school linkages component to provide high-school orientations; and an alternative education component to provide work/study experiences, jobs, and life skills training. Staffing consisted of guidance counselors, social workers, teacher trainers, and family workers. Overall, 38 percent of the students improved their attendance; 57 percent of students who failed at least one subject in the previous year showed improvement the following year. (JDD)

ED 302 049 EC 211 848

Miller, Ronald C.; And Others

Chapter 1/P.S.E.N. Remedial Reading and Mathematics Program 1986-87. Final Evaluation Report and Evaluation Summary. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- May 88
NOTE- 43p.; Prepared by the Special Education Evaluation Unit. For earlier report, see ED 292 906.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavioral Objectives; Diagnostic Teaching; *Disabilities; Elementary Secondary Education; Holistic Approach; *Individualized Instruction; *Inservice Teacher Education; *Limited English Speaking; Program Evaluation; Program Implementation; *Remedial Mathematics; *Remedial Reading; Special Classes; Student Educational Objectives; Supplementary Education

The Chapter 1/P.S.E.N. Remedial Reading and Mathematics Program of the New York City Board of Education Division of Special Education was designed to provide supplementary instruction to eligible English-speaking and limited English-proficient students in self-contained special education classes. A secondary goal was to provide orientation and inservice training to special education teachers. The remediation consisted of individualized diagnostic-prescriptive instruction. Reading instruction was based on a holistic, meaning-centered approach; mathematics instruction emphasized word problems and practical skills. Evaluation of the program indicated that: (1) the program was adequately implemented; (2) program staff and special education teachers rated their preservice orientation and inservice training favorably; (3) 59.9 percent of the eligible English-speaking students met the achievement objective for reading in English; (4) 54.5 percent of the limited English-proficient students mastered at least two new skills and 34.1 percent mastered at least five skills in their reading instruction in Spanish; and (5) eligible students met and exceeded the program objectives in math. Recommendations for program modifications are offered. (JDD)

ED 302 050 EC 211 849

Miller, Ronald C.; And Others
Special Education Training and Resource Center Program (SETRC): 1986-1987 End of Year Report and Summary. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- May 88
NOTE- 47p.; Prepared by the Special Education Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Improvement; Limited English Speaking; *Paraprofessional School Personnel; Parent Education; Preschool Education; Program Evaluation; Program Implementation; *Resource Centers; Special Education; Teaching Methods; *Training

The Special Education Training and Resource Center Program (SETRC) provided training to elementary and secondary school personnel, paraprofessionals, and parents, with the major goal of helping teachers provide quality instruction and augment student learning. Training for elementary/secondary school personnel focused on effective instructional methods for handicapped students in the communication arts curriculum. Training for high school teachers dealt with content and instructional methodology for teaching general education curriculum to special education students. Training for paraprofessionals focused on delineating their role in the classroom. General education administrators/teachers received training in the needs of special education students. Training also provided parents with information about the special education system and about methods for supporting their children's educational and psychological development. Other training efforts focused on special education teachers working with limited English-proficient students, and parents and teachers of preschool children. The program, a project of the New York City Board of Education, was evaluated to determine the extent and quality of SETRC training. This report describes the evaluation methodology, qualitative and quantitative findings, and conclusions and recommendations based upon evaluation results. (JDD)

ED 302 051 EC 211 850

Kenestrick, Donna Sholar
Handwriting Instruction for the Learning Disabled: Six Remediative Activities for the Improvement of Skills.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Elementary Education; *Handwriting; Learning Activities; *Learning Disabilities; *Remedial Instruction; *Writing Instruction

The article presents six remedial handwriting activities which address a variety of deficits commonly affecting the handwriting of learning disabled (LD) students. Each activity is presented with a rationale, step-by-step instructions, exemplary worksheets as necessary, and suggestions for teaching. In the "Coin Challenge" students learn correct hand position by attempting to keep a coin balanced on the wrist; In "Letter Charting" students are provided with overt rehearsal to facilitate encoding; In "Letter Form Practice" task relevance is stressed to encourage accurate practice; In "Stretch It Out" and "Margin Underlays" students are provided with strong visual cues to remediate handwriting faults resulting from faulty perceptive and discriminative skills; In "Conducting Letters" students develop gross motor skills while

modeling the letter strokes to music. (DB)

ED 302 052 EC 212 129

Blackhurst, A. Edward; And Others
National Directory of Special Education Personnel Preparation Programs. 1987 Edition.
Council for Exceptional Children, Reston, VA. Teacher Education Div.; National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 76p.
GRANT- G0084C3500
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Administrator Education; Certification; *Disabilities; Elementary Secondary Education; Graduate Study; Higher Education; *Professional Education; *Teacher Education; Therapists

The 1987 Directory provides information about 1,165 special education personnel preparation programs in the United States and its Trust Territories. Programs to prepare personnel as teachers, special education administrators, speech-language pathologists, audiologists, physical therapists, occupational therapists, and adaptive physical educators are included. The directory is organized alphabetically by state, and within each state those colleges and universities which offer certification or degree programs in special education are listed in alphabetical order. A coding system is used to identify program level (such as undergraduate certification, graduate certification, Bachelor's degree, and Master's degree) and areas of preparation (such as audiology, administration, emotional disturbance, mental retardation, physical therapy, speech language pathology, occupational therapy, hearing impairments, and gifted). In addition to the coded information, each listing provides an address and phone number. Information was gained as a result of a survey of the programs in the spring of 1986. (DB)

ED 302 053 FL 017 483

Farquhar, Robin H.
Bilingual Alternatives at the Post-Secondary Level: University Developments in Canada's Prairie Provinces.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Bilingualism; Comparative Analysis; *Educational Opportunities; English; Foreign Countries; French; Higher Education; *Language of Instruction; Language Planning; Official Languages; Second Language Instruction; Universities
IDENTIFIERS- *Canada (Prairie Provinces)

The bilingual educational opportunities in the universities of Canada's primarily anglophone provinces are reviewed, focusing on the prairie provinces (Alberta, Saskatchewan, and Manitoba). The information is drawn from a survey of the nine universities in the prairie provinces concerning courses offered in French to students from bilingual secondary programs. Survey responses indicated a varying levels of bilingual educational opportunities, from almost none to full-fledged bilingual programs. Examples of efforts made include: (1) committees considering the issue; (2) proposed French sections of multi-section courses; (3) teacher education programs to prepare additional qualified bilingual and immersion program teachers; (4) undergraduate bilingual degree programs; (5) French-language first-year courses in a variety of disciplines; (6) courses in the arts offered in French; (7) consideration of distance education in French; (8) introductory social sciences courses in French; (9) education courses in French; (10) French-language courses for the non-francophone parents of children in elementary and secondary immersion programs; (11) campus bilingual centers offering a variety of courses in French; (12) an undergraduate education degree program offered in French; and (13) affiliation with a francophone university. It is concluded that developments in postsecondary bilingual education in this region are limited and inconsistent, but that there is a growing movement to expand offerings. (MSE)

ED 302 054   FL 017 528

Mellor, Elva R.
Teaching Non-English Speakers To Read in English
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; Elementary Secondary Education; *English (Second Language); Instructional Materials; *Non English Speaking; *Reading Instruction; *Reading Readiness; Reading Skills; Second Language Instruction; *Skill Development; Teacher Role; Word Lists

Although reading skills transfer from first to second language, there are other considerations when teaching English reading to non-English-speakers. Reading is the foundation for future studies, and should be taught effectively from the beginning for students to have success in their studies. Good readers in any language have experiences that help build knowledge of their surroundings, language skills that help them communicate and understand what is communicated, self-confidence that motivates them to keep trying and learning, and other essential skills. Teachers need to understand how these skills influence their students' progress in learning to read. It is more important for teachers to know how than when to introduce reading. Checklists designed to develop teachers' understanding of sequential skills development can help teachers plan, teach, evaluate, and assess their students. In addition to academic factors, the teacher must consider other factors affecting learning: environmental, affective, and physical influences, teacher attitude, and possible learning problems. Teachers should identify books, materials, and techniques that promote the learning process. Knowing how to guide students through their learning process will provide both the learner and the teacher with success. (Author/MSE)

ED 302 055 FL 017 568

Burtnett, Olga J.
Ensenando a los ninos (Teaching Children).
Spartanburg County School District 7, S.C.
PUB DATE- May 87
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiolingual Methods; *Conversational Language Courses; Educational Games; Games; Intermediate Grades; Introductory Courses; Lesson Plans; Second Language Instruction; *Spanish; Vocabulary Development

A guide for teachers of conversational Spanish is intended for the elementary school (grades 4-6) or beginning level. It is designed to introduce students to the sounds and pronunciation of Spanish, and uses the audio-lingual method. The guide contains introductory notes on the scope and sequence of skills and concepts, suggestions for classroom presentation, necessary and supplemental resources, and implementation procedures. Seven lessons follow on these topics: names, commands and school items, numbers, colors, days of the week, parts of the body, and family. Each lesson consists of a list of teaching procedures, content, and suggested games and activities. Notes on cultural content, suggestions for student projects, a student rating form, a reproducible coloring picture, and a certificate of achievement are appended. (MSE)

ED 302 056 FL 017 570

Burtnett, Olga J.
Ideabook: Writing Assignments for the Foreign Language Class.
Spartanburg County School District 7, S.C.
PUB DATE- May 88

NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; Foreign Countries; French; German; *Letters (Correspondence); *Second Language Instruction; Spanish; Student Evaluation; Units of Study; *Vocabulary Development; *Writing Exercises
IDENTIFIERS- *Pen Pals

A guide to personal letter writing for foreign language classes provides ideas, formats, and useful information for an instructional unit and student projects. The first section outlines unit goals and offers ideas for activities and assignments. These include class pen pals, teacher and parent letters, holiday letters, follow-ups for telegrams, classroom correspondence partners, identity games, ransom notes, fill-in-the-blank letters, love letters to oneself, letters of reference, a secretarial assignment, simple notes, and celebrity letters. Additional materials include a pen pal address form, letter planning sheet, outline of letter parts, descriptions of three major European cities (Barcelona, Frankfurt, and Paris), and practical hints and vocabulary for overseas correspondence. Another section provides language- and culture-specific information and letter samples for Spanish, German, and French. A section on evaluation gives suggestions and forms for testing students. The guide concludes with a list of celebrity addresses, additional writing assignment ideas, and a unit evaluation form. (MSE)

ED 302 057 FL 017 572

Clark, Eve V., Ed.; Matsumoto, Yo, Ed.
Papers and Reports on Child Language Development, Volume 27. Proceedings of the Annual Child Language Research Forum (20th, Stanford University, California, April 8-10, 1988).
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Aug 88
NOTE- 183p.; For individual papers, see FL 017 683-702.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Child Language; Children; English; *Form Classes (Languages); Japanese; Korean; *Language Acquisition; *Language Processing; Language Research; Learning Strategies; *Linguistic Theory; Quiche; Semantics; Sentence Structure; Suprasegmentals; Uncommonly Taught Languages; Vocabulary Development
IDENTIFIERS- Icelandic

The proceedings include the following papers: "Why We Study Child Language"; "Children's Use of Information in Word Learning"; "An Examination of the Initial Mapping of Verb Meanings"; "Evidence for the VP Constituent from Child Korean"; "The Role of Stress, Position, and Intonation in the Representation and Identification of Early Words"; "Nonegocentric Uses of 'Big' and 'Little' by Preschool Children"; "Texts within Texts: A Developmental Study of Children's Play Narratives"; "Another Look at Children's Interpretation of Complements to 'Be Easy'"; "Precocious Passives (and Antipassives) in Quiche Mayan"; "Encounters with Japanese Verbs: Categorization into Transitive and Intransitive Classes"; "Language Learnability and Empirical Plausibility"; "The Acquisition of Reflexives and Pronouns by Icelandic Children"; "Linguistic Representation of Children's Wh-Questions"; "Word Learning Strategies in Two-Year-Old Children: Evidence for Category Hierarchies"; "Iconicity in Semantics: A Case of Suprasegmental Marking in the Acquisition of the English Plural"; and five presentations for a panel on future directions: "Confessions of a Wayward Chomskyan"; "What Is Functionalism?"; "A Principles-and-Parameters Approach"; "Theory and Explanation in Language Acquisition"; and "The Connectionist Approach to Language". (MSE)

Flottum, Kjersti
The Formal Structure of School Summaries.
PUB DATE- Aug 87
NOTE- 10p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Cohesion (Written Composition); Comparative Analysis; French; High Schools; High School Students; Language Processing; Specialists; Writing (Composition); *Writing Processes
IDENTIFIERS- French People; *Summarization

A study compared text summaries produced by French high school students and those written by experts. The study's objective was to determine how language users distinguish the essential from the peripheral information, to describe the summarizing process, and to apply the macrostructure theory to the process of summarizing. The summarized texts and the summaries were compared by "sequences," or units constructed around a verb. All student summaries were based on a single original text, while each expert summary was based on a different text. Sequences were categorized as parallel, parallel-selective, selective, selective-generalizing, integrating, or commentary. Common traits of the student summaries were distinguished. Few differences between student and expert summaries were found, the most salient being the more common use of integrating sequences in expert summaries. The summarizing process is described thus: the summarizer selects some sequences that are kept more or less intact, deletes one or several sequences, sometimes generalizes, and sometimes comments. The sequence analysis is proposed as a basis for semantic analysis, as suggested by the notion of macrostructure. (MSE)

ED 302 059   FL 017 659

Rado, Marta; Foster, Lois

The "Bilingual" Child as Interlanguage Hearer: Implications for Migrant Education.

PUB DATE- Aug 87
NOTE- 50p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; Comparative Analysis; Discourse Analysis; *English (Second Language); Foreign Countries; *Interlanguage; *Language Processing; Migrant Education; Morphology (Languages); *Parent Student Relationship; Primary Education; Second Language Instruction; Syntax
IDENTIFIERS- *Australia (Melbourne)

Data collected in the course of conversations are used to compare some morpho-syntactic and discourse features of the language of non-English-speaking-background (NESB) and English-speaking-background (ESB) students and their parents.

Particular emphasis is given to the processing task facing NESB children if addressed by their parents in "interlanguage" English, a form of English learned with individual rules that do not necessarily correspond to those rules commonly defined as grammatically acceptable. The NESB students' situation is examined in relation to that of their ESB peers. The kinds of educational strategies that might facilitate the language development of bilingual NESB students are discussed. A list of 12 references is included. (Author/MSE)

ED 302 060 FL 017 683

Ferguson, Charles A.
Why We Study Child Language.
PUB DATE- Aug 88
NOTE- 15p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Child Language; Cognitive Development; Cultural Differences; *Epistemology; Intervention; *Language Acquisition; Language Processing; *Language Research; Learning Processes; *Linguistic Theory; *Research Needs; Social Behavior

This paper discusses four kinds of reasons for studying child language. The first of the four, biological reasons, includes the desire to understand our own species and its place among other living things in the universe. The common human faculty for communication, the variability in language building, and the similarity of human communication to that of other species' are explored. The second group of reasons is social and addresses two qualities that distinguish human from other species' social behavior: (1) the existence of cultural differences; and (2) the continual construction and reconstruction of social reality by communicative interaction. The third set of reasons for studying child language is cognitive and acknowledges that knowing and thinking are states or activities highly characteristic of the human species and are worth systematic investigation. The fourth group of reasons is interventionist and focuses on normal language development as a basis for education, remediation, or therapy. It is proposed that by studying the playful, structure-building plasticity of child language development, we can answer the

biological, social, cognitive, and interventionist inquiry. (MSE)

ED 302 061 FL 017 684

Au, Terry Kit-fong
Children's Use of Information in Word Learning.
PUB DATE- Aug 88
NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *Language Acquisition; Language Processing; Language Research; Preschool Children; *Semantics; *Verbal Learning; *Vocabulary Development; Word Recognition
IDENTIFIERS- Naming Response

A study examined how preschool children use information about linguistic contrast in learning new words. The 72 subjects were assigned to four groups to play a game. They were asked to get an unfamiliar item, one of nine swatches of different colors, shapes, and materials. In the first group, the children were told only one label (color, shape, or material), and in the other three groups, the objects were identified by a novel word contrasted with two familiar words from the same semantic domain (e.g., "it's not yellow, it's not green; it's mauve"). Five tests (sorting, hyponym, color identification, material identification, and shape identification tasks) were then administered to discover what the children thought their new words meant. Results suggested that some of the novel words introduced corresponded to concepts the children already had names for (e.g., "green" to identify "chartreuse"). It was concluded that children may deal with new information in word learning by making the most of whatever information seems to make sense, given their prior knowledge and beliefs, while quickly ignoring or forgetting the rest. (MSE)

ED 302 062 FL 017 685

Behrend, Douglas A.
An Examination of the Initial Mapping of Verb Meanings.
PUB DATE- Aug 88
NOTE- 10p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Child Language; Comparative Analysis; *Language Acquisition; *Language Processing; Preschool Children; *Semantics; *Verbs; *Vocabulary Development
IDENTIFIERS- *Fast Mapping

A study investigated children's hypotheses about the meanings of novel verbs on the child's first exposure to the verb. The study focused on the properties (action, result, or instrument) ascribed to the verbs before any information was given about word meaning. Subjects were 3-year-olds, 5-year-olds, and adults. The stimuli were six sets of videotaped events, each matched with a novel verb. For each verb there were three training events in which two of the three properties of the verb remained constant while the other changed (i.e., for two verbs, the instrument varied; for two verbs, the result varied, and for two, the action varied). After the third training event for each verb, the subject was asked if the test event showed the same verb. Results suggest that this "fast mapping" is useful in characterizing the learning of verb meanings, but that the hypotheses that guide children's initial (default) mappings are still changing in the preschool years, and that important and hierarchical relationships between default values in verb properties might exist. (MSE)

ED 302 063 FL 017 686

Cho, Young-mee Yu; Hong, Ki-Sun
Evidence for the VP Constituent from Child Korean.
PUB DATE- Aug 88
NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; Age Differences; *Child Language; *Korean; *Language Acquisition; Language Research; *Phrase Structure; *Sentence Structure; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Word Order

An examination of children's sentence structure in Korean argues for a verb phrase (VP) constituent in child grammar, but suggests that this does not necessarily support its existence in adult Korean grammar. Korean children, it is noted, generally restrict their sentences to one word order, subject-object-verb, despite the existence of another order in adult grammar. It is proposed that, as children acquire various word order possibilities and scope relations, they may realize that the VP constituent is no longer consistent with the word order facts of adult language and thus will abandon it. (MSE)

ED 302 064 FL 017 687

Echols, Catharine H.
The Role of Stress, Position and Intonation in the Representation and Identification of Early Words.
PUB DATE- Aug 88
NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *Intonation; *Language Acquisition; Language Processing; Language Research; Listening Comprehension; *Stress (Phonology); *Syllables; Toddlers; *Verbal Learning; Word Recognition

Two studies examined children's perceptual biases in extracting or identifying words from the stream of speech. In one study, evidence for the salience of stressed and final syllables was found. Young children less frequently omitted those syllables from their productions and produced unstressed and nonfinal syllables less accurately. A second study explored the possibility that attention to the stress pattern, or overall intonation contour, of a speech sequence may assist in children's identification of words. Where subjects were required to identify referents for words on the basis of either stress pattern or phoneme sequence, 3-year-olds were more likely than adults to make choices based on intonational similarity. These observations suggest that children are more likely than adults to include intonation as an important part of the representation for a word. They are also at least consistent with the view that stress pattern may be extracted as part of the representation of a word and may, in some cases, serve to define a word for a child. (MSE)

Gelman, Susan A.; Ebeling, Karen S.

Nonegocentric Uses of "Big" and "Little" by Preschool Children.

PUB DATE- Aug 88
NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjectives; *Child Language; *Language Acquisition; *Language Processing; Language Research; Preschool Children
IDENTIFIERS- *Size Estimation

Two experiments investigated preschool children's use of the words "big" and "little" in three different ways (normative, perceptual, and functional) and in different contexts. The first experiment tested the sensitivity of 2-, 3-, and 4-year-olds to relational standards by asking them to judge an object's size in relation to different-sized objects. In this experiment, the children accurately judged an object's size according to a stored mental (normative) standard and also made accurate perceptual judgments when presented with a comparison. No age differences were found. The second experiment set up a conflict between normative and functional standards and required each child to judge an object's size both by itself and in relation to a particular function (use by dolls of different sizes). Children in all age groups performed above the chance level, and performance improved with age. In addition, children of all ages judged the size of the doll's clothing more accurately than tools for the dolls' use. (MSE)

ED 302 066 FL 017 689

Hicks, Deborah; Wolf, Dennis
Texts within Texts: A Developmental Study of Children's Play Narratives.
PUB DATE- Aug 88
NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Discourse Analysis; *Form Classes (Languages); *Language Acquisition; Language Research; Play; Story Telling; *Verbal Learning; Young Children
IDENTIFIERS- *Clauses

A study of children's language use in narratives given during play examined the longitudinal development of different linguistic systems of narrative structure: pronominal, clausal, and temporal. The narrative and dialogue in play with small toy figures was observed in eight children between the ages of 2 and 7. The findings suggest certain developmental ways in which children aged 3-6 mark different strands of text in their narratives. The data suggest that the play narratives of even very young children may consist of an interplay of many voices representing the different perspectives the speaker assumes toward events. This evidence supports the hypothesis that narrative development involves not only the acquisition of various genres such as scripts, personal accounts, and stories, but also involves the mastery in manipulating strands of text within genres. (MSE)

ED 302 067 FL 017 690

Klein, Sharon M.
Another Look at Children's Interpretation of Complements to "Be Easy."
PUB DATE- Aug 88
NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; *Child Language; Difficulty Level; *Language Acquisition; Language Research; Learning Processes; Linguistic Theory; *Vocabulary Development; Young Children
IDENTIFIERS- *Tough Movement Structures

A study looks at young children's responses to tough movement structures, focusing on complements to "easy." The study examines the development of the two major types of rule usage: primitive and adult, and focuses on the inconsistent fluctuations between the primitive and adult levels. It is proposed that the source of complexity in grammatical constructions for the primitive rule usage group is not a function of an overriding primitive rule, but is in the children's capacity to retreat to their syntactically sanctioned causative analysis in experimental contexts. This finding obscures the understanding of what these children really know about the complement structure of the adjectives in question. It is also found that lexical development plays an important role in the movement of children from one stage to another. (MSE)

ED 302 068 FL 017 691

Pye, Clifton; Poz, Pedro Quixtan
Precocious Passives (and Antipassives) in Quiche Mayan.
PUB DATE- Aug 88
NOTE- 11p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Child Language; Comparative Analysis; *Contrastive Linguistics; English; *Language Acquisition; Language Research; Preschool Children; *Quiche; Toddlers; Uncommonly Taught Languages; *Verbal Learning; *Verbs
IDENTIFIERS- *Passive Voice

A study examined use of passive and antipassive constructions in the spontaneous utterances and picture comprehension responses of young speakers of Quiche Mayan, aged 1-5. This usage was compared with use of similar constructions in English-speaking children. Quiche-speakers' usage was found to be precocious in comparison with English-speakers' usage in three senses: (1) Quiche children use non-active sentences much more frequently in daily conversations, reflecting the high frequency of these sentences in adult Quiche and suggesting that there is nothing inherently more difficult about these constructions; (2) Quiche children show early symmetry in their acquisition of the passive and antipassive voices, directly contradicting acquisition theories that appeal to canonical linking rules and noun-phrase-movement to explain late acquisition of passives in English; and (3) Quiche children are precocious in their production and comprehension of nonactional verbs in nonactive voices, perhaps reflecting a little-understood aspect of the structure of the adult language. (MSE)

ED 302 069 FL 017 692

Saleemi, Anjum P.
Language Learnability and Empirical Plausibility: Null Subjects and Indirect Negative Evidence.
PUB DATE- Aug 88
NOTE- 8p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *Difficulty Level; Grammar; *Language Acquisition; *Language Processing; Language Research; Learning Processes; Linguistic Theory
IDENTIFIERS- *Learnability Theory

Children's ability to learn aspects of their language in the absence of supportive evidence is discussed. Specifically, the learnability of null subjects in languages in which they appear is examined when indirect negative evidence is present. It is concluded that parameters such as the null subject parameter may not generate languages, strictly speaking, but may only fix the bounds within which languages can be realized. It is also suggested that children may be sensitive to the nonoccurrence of certain types of evidence, and that the view of learnability outlined here may be empirically plausible only to the extent that the theory of principles and parameters in language is empirically plausible. (MSE)

ED 302 070 FL 017 693

Sigurjonsdottir, Sigridur; And Others

The Acquisition of Reflexives and Pronouns by Icelandic Children.

PUB DATE- Aug 88
NOTE- 13p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Age Differences; *Child Language; Contrastive Linguistics; English; *Language Acquisition; Language Processing; Language Research; Preschool Children; *Pronouns; Uncommonly Taught Languages
IDENTIFIERS- Antecedents; *Icelandic; *Reflexives

An experimental study of the interpretation of lexical anaphors and pronouns by Icelandic-speaking children is reported. The standard binding theory of English is reviewed, and problems in the application of the theory to Icelandic, which has long-distance antecedents, are discussed. A parameterized binding theory constructed to account for the variation between languages is outlined and tested with data from 120 Icelandic children, aged 2-6, and 15 adult control subjects. Results show that the Icelandic children and adults strongly prefer a long-distance antecedent in the reflexive, and that this preference gets stronger as the children get older. The findings conflict with the subset principle of the parameterized binding theory and the evidence supporting it in studies of Chinese and Korean, which appear to have a similar kind of reflexive allowing both local and long-distance binding. An explanation for this is found not in problems with the subset principle but in differences in the target grammars. It is concluded that Icelandic does not provide evidence for the parameterized binding theory, contrary to current assumptions, and that the standard binding theory is preferable. (MSE)

ED 302 071 FL 017 694

Stromswold, Karin
Linguistic Representations of Children's Wh-Questions.
PUB DATE- Aug 88
NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *Language Acquisition; Language Research; Pragmatics; Preschool Children; *Sentence Structure;

Verbal Learning
IDENTIFIERS- *Wh Questions

A study examined 12 preschool children's early use of "who," "what," and "which" questions in spontaneous speech. Results indicated that children began to ask object questions before they asked subject questions, and acquired argument questions before adjunct questions. It was suggested that the two results could reflect the syntactic structure of the questions or the learning mechanism of the children, but that the results were most consistent with the hypothesis that children are able to theta-govern traces before they are able to antecedent-govern traces. (MSE)

ED 302 072 FL 017 695

Taylor, Marjorie; Gelman, Susan A.
Word Learning Strategies in Two-Year-Old Children: Evidence for Category Hierarchies.
PUB DATE- Aug 88
NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *Classification; *Language Acquisition; Language Research; *Learning Strategies; Toddlers; *Vocabulary Development; Word Recognition

Three experiments investigated the processes by which 2-year-olds acquire the language to express category hierarchies. The first experiment studied how children use current linguistic knowledge to constrain the potential meanings of new words. This experiment compared interpretations of new words given to objects the children could already name with their interpretations of new words given to novel objects. In the second experiment, the children were taught new words for familiar objects, with the objective of learning why children use a new word for a known object to apply only to the object explicitly named. The third experiment further explored the results of the second, investigating whether children interpreted a new word for a familiar object as a subordinate or contrasting basic category in comparison with known words. The experiments demonstrated that 2-year-old children interpret a new word differently depending on whether they already know a word for the object being named. In addition, the results suggest that 2-year-olds interpret a new noun applied to a familiar object as a subordinate category term, a surprising result because older children have been found to have difficulty with hierarchical relations. (MSE)

ED 302 073 FL 017 696

Camarata, Stephen M.
Iconicity in Semantics: A Case of Suprasegmental Marking in the Acquisition of the English Plural.
PUB DATE- Aug 88
NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Child Language; *Language Acquisition; Language Research; *Phonology; *Plurals; *Semantics; *Suprasegmentals; Toddlers
IDENTIFIERS- *Markedness

A case study of a 2-year-old progressing normally in speech development provides evidence of suprasegmental marking of the plural, thought to be adopted only in language-impaired children. Acoustic analyses of the durations and intensity of elicited words indicate that the child had adopted a suprasegmental strategy for marking the singular/plural distinction. Factors that appear to contribute to this marking system include constraints on children's phonetic and phonological capabilities, the importance of number marking in children's morphological systems, the psycholinguistic motivation to increase phonetic output to signal plural, and the iconic quality of markedness, associating increased magnitude of suprasegmental parameters with a greater number of objects. (MSE)

ED 302 074 FL 017 697

Slobin, Dan I.
Confessions of a Wayward Chomskyan.
PUB DATE- Aug 88
NOTE- 7p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *Grammar; *Language Acquisition; Language Research; *Learning Processes; Linguistic Theory
IDENTIFIERS- *Chomsky (Noam)

It is proposed that, in contrast to Chomsky's argument, it is possible to arrive at an empirically grounded definition of innate linguistic competence that guides the child in the construction of grammar, particularly when this process is viewed as developmental. This approach treats language acquisition as a process of change. It is suggested that it is possible, from existing data on child language, to arrive at general operating principles for language acquisition, or strategies for language construction, along with a characterization of the child's natural and growing organization of semantic and phonological space and basic syntactic principles. Recent research in this area has accounted for the development of morphological paradigms, canonical sentence forms, placement of operators, and various patterns of over- and underextension of meaning. Research on grammatical morphemes is providing evidence that linguistic forms and constructions have a long developmental history closely tied to discourse functions. Attention to the mutual relationship between form and function is seen as essential to understanding both child language and historical language change. (MSE)

ED 302 075 FL 017 698

Bates, Elizabeth; MacWhinney, Brian
What Is Functionalism?

PUB DATE- Aug 88
NOTE- 17p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *Language Acquisition; Language Processing; Language Research; Linguistic Theory
IDENTIFIERS- *Functionalism; Grammatical Mapping

A defense of functionalism in linguistics, and more specifically the competition model of linguistic performance, examines six misconceptions about the functionalist approach. Functionalism is defined as the belief that the forms of natural languages are created, governed, constrained, acquired, and used for communicative functions. Functionalism is viewed as the natural alternative to language theories that postulate the separation of structure and function or describe structural facts without reference to communicative goals or the capabilities of human information processing. These six misconceptions are addressed, then replaced with more viable functionalist accounts: (1) grammars reflect the interaction between cognitive content and cognitive processes; (2) symbolic and indexical relations exist between form and function; (3) mappings between form and function are many-to-many; (4) grammatical mappings are inherently probabilistic; (5) functionalism is biologically plausible; and (6) functionalist claims are made at different levels. (MSE)

ED 302 076 FL 017 699

Hyams, Nina
A Principles-and-Parameters Approach to the Study of Child Language.
PUB DATE- Aug 88
NOTE- 10p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *Developmental Stages; *Grammar; *Language Acquisition; Language Research; Language Universals; *Linguistic Theory
IDENTIFIERS- *Universal Grammar

The question of why language acquisition is not instantaneous is addressed in terms of two related issues: the logical and the developmental aspects of language acquisition. The role of linguistic theory and research in determining the interplay of these two aspects of grammatical development is examined. It is suggested that the "principles-and-parameters theory" is a useful approach to the explanation of language acquisition in that this approach describes the stages of child language development but limits the number and kind of developmental principles to a set of independently motivated parameters plus lexical/peripheral knowledge. Further research uses of the principles-and-parameters approach for exploring universal grammar, the nature of the developmental process, and second language learning are discussed. (MSE)

ED 302 077 FL 017 700

Roeper, Thomas
Theory and Explanation in Acquisition.
PUB DATE- Aug 88
NOTE- 7p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *Language Acquisition; *Language Research; *Learning Processes; *Linguistic Theory

A discussion of the role of linguistic theory in explaining language acquisition proposes that theory draws too narrow a picture of language to adequately account for the developmental phenomena of acquisition. While recognizing the importance of descriptive linguistic research, a new approach cautions against embracing description to the exclusion of information suggesting what processes may be at work in language learning. Six theoretically derived theses on acquisition are presented and discussed: (1) the concept of language changes as new data come to light; (2) the crucial question for acquisition is not how the child learns which expressions are syntactically grammatical, but rather which interpretations he excludes; (3) the child cannot receive significant negative evidence; (4) input information is contradictory; (5) subset violations show where principles apply; and (6) change in grammar over time occurs because an item is either ambiguous or parametrically contingent. (MSE)

ED 302 078 FL 017 701

Rumelhart, David E.
The Connectionist Approach to Language.
PUB DATE- Aug 88
NOTE- 8p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comprehension; *Language Acquisition; *Language Processing; Language Research; Learning Processes; *Linguistic Theory; Models
IDENTIFIERS- *Connectionism

A discussion of the connectionist approach to language looks at the nature of language, language processing, and language acquisition. Language processing is seen as a means of satisfying the linguistic constraints of comprehension and production, and is also viewed as a process that operates with other aspects of cognition and involves mutually interacting systems about which the connectionist perspective creates well-specified, rigorous formal theories. Contributions of the connectionist approach to explaining the generativity of language and to understanding the learning processes in language acquisition are also examined. The connectionist model's generation of prototypes is seen as a useful property for the study of language acquisition. It is proposed that the framework is an intuitively plausible and promising tool for conceptualizing and expressing an alternative approach to linguistic information processing. (MSE)

ED 302 079 FL 017 702

Rispoli, Matthew
Encounters with Japanese Verbs: Categorization into Transitive and Intransitive Classes.
PUB DATE- Aug 88

NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 27; see FL 017 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Caregivers; *Child Language; *Classification; Interpersonal Communication; *Japanese; *Language Acquisition; Language Research; Sentence Structure; Toddlers; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Caregiver Speech

A study investigated Japanese children's acquisition of the syntactical subcategorization of action verbs. Aspects of caregiver language that provide children with information about the characteristics of an action verb are detailed, and the utterances of four Japanese toddlers are analyzed for their usage characteristics. Caregiver sentences are examined for evidence of how the use of action verbs in specialized contexts predicts syntactic classification of the verb. Developmental predictions for children's use of action verbs are tested, and it is concluded that the evidence supports this account of their acquisition. (MSE)

ED 302 080 FL 017 704

Trabasso, Tom

The Development of Coherence in Narratives by the Understanding of Intentional Action.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- 89
NOTE- 25p.; Revised edition of a paper presented at the Annual Boston University Conference on Story Comprehension and Production (11th, Boston, MA, October 1986).
GRANT- HD17431
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Age Differences; Children; *Coherence; *Comprehension; *Inferences; *Language Processing; Linguistic Theory; *Story Grammar; Story Telling; Writing (Composition)
IDENTIFIERS- Causal Models

A study examined how global coherence in story comprehension develops in children through causal inference. Stories of contrasting structure were analyzed by a causal network model. Evidence of parallels between the construction of coherent representations and the development of the story understanding is presented. Data show that children understand the role of goals in motivating actions locally within an episode by the age of 5, and integration within episodes is well established by age 8. However, from 8 to 11 years, changes in the understanding of how states and actions are related across episodes become more marked. By age 14, story structures become more important. This finding indicates that development of story understanding follows a sequence in which integration via inferences of information within episodes precedes that between episodes, and that both forms of integration change with development. The causal network model builds story structure in a parallel fashion. Together, these findings suggest that global coherence in story representation follows from local understanding of relations between states and actions. A list of 21 references is included. (Author/MSE)

Roos, Eckhard
The Vocabulary of the Language of Business and Economics.
PUB DATE- Aug 87
NOTE- 10p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; *Business English; Contrastive Linguistics; Economics; *International Trade Vocabulary; *Lexicology; *Metaphors; *Morphology (Languages); *Semantics; Vocabulary

A study of the vocabulary of business and economics involved morphological and semantic analysis of a sample of the lexis. The investigation began with the assumption that this lexis is not a rigid system of clearly-defined terms. Morphologically, a high degree of variety in productive types of compounding was found, exceeding by far the possibilities that exist in the common core of English. Semantically, a large number of metaphors were found to underlie both individual lexemes and entire lexical subsets. It is concluded that the lexis of business and economics is characterized by a high degree of freedom, productivity, creativity, and imagination. Further studies in word formation, lexicology, and phraseology are recommended. A 14-item bibliography is included. (MSE)

ED 302 082 FL 017 724

Dinh-Hoa, Nguyen
Vietnamese Lexicography.
PUB DATE- Aug 87
NOTE- 8p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diachronic Linguistics; Epistemology; Foreign Countries; *Lexicography; *Monolingualism; *Multilingualism; Romanization; *Vietnamese
IDENTIFIERS- *Vietnam

The history of lexicography in Vietnam is chronicled from early Chinese and missionary scholarship through the colonial period (1884-1946), the war years (1946-1954), the partition period (1954-1975), and the post-1975 period. The evolution of romanization, political-linguistic influences, native scholarship in lexicography, and dictionary types are discussed, and successive tendencies in monolingual and multilingual dictionary development are highlighted. (MSE)

ED 302 083 FL 017 725

El-Banna, Adel I.
The Development and Validation of a Multiple-Choice Cloze Test for Non-Native College Freshmen.
PUB DATE- 86

NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cloze Procedure; College Freshmen; *English (Second Language); Higher Education; *Item Analysis; *Multiple Choice Tests; Student Placement; *Test Construction; Test Reliability; *Test Validity

Procedures for developing and validating a modified cloze test are described. The multiple-choice cloze procedure was developed to aid in the rapid placement of college freshmen who are students of English as a second language. It was designed to overcome some problems in the original cloze test, to reduce anxiety, and to be machine scored. The pilot test, intended to obtain appropriate distractors, was administered to 376 first-time freshmen in three colleges of education in the Middle East. The final test form was administered to 95 students in two colleges of education to obtain item analyses, calculate test validity and reliability, and determine the optimum test time. These measures indicate that the test as a whole provides good assessment of the learners' general English language ability. A 35-item bibliography and the instrument are included. (MSE)

ED 302 084 FL 017 726

McGroarty, Mary
University Foreign Language Learning: What Predicts Success? CLEAR Educational Report Series.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CLEAR-ER13
PUB DATE- 88
NOTE- 28p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Students; Comparative Analysis; High Achievement; Higher Education; Japanese; Language Proficiency; *Learning Strategies; Persistence; *Predictor Variables; *Second Language Learning; Spanish; Student Attitudes; *Student Motivation; Study Habits; Uncommonly Taught Languages; Withdrawal (Education)

A study examined the learning strategies and attitudes of college language students and their relationship to success in language learning. Three research questions were asked: (1) Which self-reported language study strategies were associated with achievement as measured by classroom or other proficiency tests?; (2) Which attitude and motivational factors predicted success, and what was the relationship between these factors and study strategies?; and (3) What distinguished students who continued throughout one year of second language study from those who dropped out? Two large groups of volunteers, college students of Spanish and Japanese, completed attitude and study strategy questionnaires and took initial language skill tests, and those who persisted for one year were re-administered the proficiency tests. Exam scores and course grades were collected for each quarter. Analysis of the data indicated that certain study strategies were consistently associated with academic success, although some differences were found for Spanish and Japanese. Attitudinal and persistence factors were found to be different for students of the two languages. Implications for classroom teaching are discussed briefly. (MSE)

ED 302 085 FL 017 727

McGroarty, Mary
University Foreign Language Learning: Spanish and Japanese. CLEAR Technical Report Series.
California Univ., Los Angeles. Center for Language Education and Research.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CLEAR-TR10
PUB DATE- 88
NOTE- 38p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Communication; Classroom Environment; Higher Education; Introductory Courses; *Japanese; Language Proficiency; *Learning Strategies; Persistence; Second Language Learning; *Spanish; *Student Attitudes; Study Habits; Uncommonly Taught Languages

A study examined the attitudes and learning strategies, and their relationships to achievement, of university students enrolled in elementary Spanish (n=88) and elementary Japanese (n=121) for one academic year. For both groups of students, the classroom was seen as the most relevant context for language learning. Specific classroom behaviors demonstrating cognitive rehearsal, such as repeating new forms and taking notes, were positively associated with achievement. Selected individual behavior items (such as socializing with second language speakers, not being afraid to use the new language, and seeking exposure to the new language through media) enhanced second language proficiency. The only differences between persistent and non-persistent students were in two areas. In Spanish, the persistent students saw themselves as more interactive than the non-persistent, whereas in Japanese, the persistent students had more positive initial attitudes toward language study. It is concluded that progress and persistence in elementary foreign language study are shaped by several influences. Further research to refine strategy instruments sensitive to the contextual demands of language use and study, larger-scale studies, and case studies of language learning are recommended. A list of 11 references is included. (Author/MSE)

ED 302 086 FL 017 728

Padilla, Amado M.; And Others
Young Children's Oral Language Proficiency and Reading Ability in Spanish and English. CLEAR Technical Report Series.
California Univ., Los Angeles. Center for Language Education and Research.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CLEAR-TR11
PUB DATE- 88
NOTE- 28p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Bilingual Students; Communicative Competence (Languages); English; Grade 1; Kindergarten; Language Dominance; Language Processing; *Language Proficiency; *Monolingualism; *Oral Language; Primary Education; *Reading Skills; Second Language Learning; Spanish; Spanish Speaking; Young Children

Seventy-one subjects (22 English monolinguals, 23 Spanish monolinguals, and one bilingual group comprised of 19 Spanish-dominant and 7 English-dominant bilinguals) were assessed by means of the Woodcock-Johnson Psycho-Educational Battery and the Woodcock-Johnson Language Proficiency Battery at the beginning of kindergarten and first grade. These instruments were used to measure oral language, reading aptitude, and reading ability. Results helped to establish patterns of language dominance in the bilinguals and to define different aspects of language proficiency in terms of semantic functioning (i.e., defining words and understanding relationships between words) and communicative competence in everyday activities. It was found that when tested in their weaker language, bilingual children fell behind in basic reading ability and, in the case of early reading in English, group differences were more related to differences in language proficiency and lack of formal English instruction than to differences in cognitive ability and home experience. Results also show that Spanish monolinguals acquire some proficiency in English but at levels below those of other groups. A list of 27 references is included. (Author/MSE)

ED 302 087 FL 017 731

Teschner, Richard V.

"Provided There Is an Adequate Exposure to This L2 in the School and Environment and Sufficient Motivation to Learn It": The Applicability (at times "pace" Cummins) of Majority-Language Immersion Programs to Limited- or Non-English-Proficient Spanish-L1 Grade-School Populations in the United States-Mexican Border Area.

PUB DATE- Oct 88

NOTE- 39p.; Revised version of a paper presented at the Annual Meeting of the Linguistic Association of the Southwest (October 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bilingual Education Programs; Comparative Analysis; Educational Strategies; Elementary Secondary Education; *English (Second Language); *Immersion Programs; Language of Instruction; Learning Motivation; Limited English Speaking; Non English Speaking; *Program Effectiveness; Second Language Learning; *Spanish; Teaching Methods; Transitional Programs

IDENTIFIERS- Cummins (James); *El Paso Independent School District TX; Whole Language Approach

The El Paso (Texas) Independent School District's district-wide program in majority-language (English) immersion is examined to determine the source of its success. The program's similarities to and differences from the Canadian immersion model are explored. The program's superior results in comparison with the same district's transitional bilingual education programs are looked at in terms of James Cummins' discussions of bilingual education. It is concluded that the immersion program's superiority over the transitional programs can be explained largely in terms of its maximal use of English and its whole language approach. The bilingual immersion program approach is recommended not as a panacea, but as a superior educational alternative. A list of 79 references is included. (MSE)

ED 302 088 FL 017 732

Cohn, Kathleen C.; And Others
Legislative Response to Proposition 63: The Fight To Save Bilingual Education in California.
PUB DATE- 7 Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advocacy; Agency Cooperation; *Bilingual Education; Educational Policy; *English; Language Planning; *Official Languages; Political Attitudes; *State Legislation
IDENTIFIERS- *California; *Proposition 63 (California 1986)

Chronicles the effort to preserve bilingual education in California following the passage, in November 1986, of Proposition 63 that made English the state's official language. On the day after the election in which this initiative was supported, its sponsors made public their intent to abolish California's bilingual education program. Compromise legislation was defeated. An initial investigation of the efforts of a coalition of organizations to save bilingual education found that the coalition had all but abandoned the legislative arena. The current study, with an alternative focus, is described, and preliminary findings are reported. Data for the study are drawn from papers provided by coalition organizations, statewide meetings conducted by the coalition, newsletters published by the coalition organizations, and status reports from the field offices of state legislators. The report outlines the historical context of bilingual education, demographic and political changes in California, the coalition's efforts, and suggested areas for further research. A list of 10 references is included. (MSE)

ED 302 089 FL 017 733

Careaga, Rudy, Comp.

Keeping Limited English Proficient Students in School: Strategies for Dropout Prevention. Program Information Guide Series Number 7.
National Clearinghouse for Bilingual Education, Wheaton, MD.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 88
NOTE- 23p.; Available from the National Clearinghouse on Bilingual Education, 8737 Colesville Rd., Silver Spring, MD 20910.
CONTRACT- 300860069
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Attitude Change; Career Awareness; Dropout Characteristics; *Dropout Prevention; Educational Attitudes; *Family School Relationship; High Risk Students; Language Arts; *Limited English Speaking; *Motivation Techniques; *Remedial Instruction; Secondary Education; *Self Esteem; Student Motivation
IDENTIFIERS- Content Area Teaching; *Kenwood School District OK

A guide for secondary school practitioners provides strategies for motivating limited-English-proficient (LEP) students to continue their education at least through the secondary level. The guide is based on the project handbook from a Kenwood, Oklahoma community-based dropout-prevention project. The guide begins by presenting dropout statistics, describing the characteristics of at-risk students, and listing common features of dropout prevention programs. The guide then outlines specific strategies for remedial instruction (including remedial content-area and language arts instruction), student self-development (including positive attitudes and motivation through career awareness), and establishing a home-school partnership. In each of these sections, specific objectives, procedures, materials, and activities are outlined. The suggestions are designed to enhance teacher awareness of the special needs of at-risk LEP students and to build a positive, success-oriented, and supportive school environment. (MSE)

ED 302 090 FL 017 734

Placer-Barber, Venus
Starting an English-as-a-Second-Language Program. Bilingual Education Resource Series.
Washington Office of the State Superintendent of Public Instruction, Olympia.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE- Sep 81
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Class Activities; Comparative Analysis; Elementary Secondary Education; *English (Second Language); Grouping (Instructional Purposes); Instructional Materials; *Language Skills; Language Teachers; Limited English Speaking; Mainstreaming; *Media Selection; *Program Development; Program Implementation; *Second Language Programs; Skill Development; *Teacher Qualifications

A guide to the development of programs in English as a second language (ESL) outlines the program development process and necessary considerations. A foreword describes the two major types of limited-English-proficient (LEP) students and notes differences between LEP students in general and their monolingual English-speaking counterparts. Chapters address aspects of program development and implementation, including: (1) components of ESL program design (identification of the LEP students, language assessment tools, ESL teacher qualifications, and instructional materials); (2) the ESL classroom (scheduling and grouping, ESL teaching in the regular classroom, ESL lesson design, and activities for developing specific language skill areas); and (3) procedures and criteria for mainstreaming students. Lists of 13 references and 3 agencies that can serve as resources are included. (MSE)

Carver, David
Appropriate Methodology for INSET in ELT.
PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the International Association for Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cultural Awareness; Curriculum Development; *Developing Nations; *Educational Innovation; *English (Second Language); Foreign Countries; *Inservice Teacher Education; Language Teachers; Second Language Instruction; Teacher Education Curriculum; Teaching Methods
IDENTIFIERS- England

Discusses the design and content of British in-service teacher education courses for non-native-English-speaking teachers of English from developing countries. Focus is on the methodology appropriate for this group of teachers. It is argued that such courses must emphasize the concept of communicative methodology, but must also address the problems inherent in this methodology for teachers from developing countries. A taxonomy of barriers to innovation in this population is outlined. It includes management problems, perceptions of appropriate teaching and learning strategies, perceptions of culturally appropriate roles for teachers and learners, teacher fears and anxieties, intellectual doubts about theory and policy, limited professional competence, and limited linguistic competence. A model of in-service teacher education methodology is proposed. This model arises from the tension between advances in methodological theory and the constraints operating in the teacher's own situation. (Author/MSE)

ED 302 092 FL 017 736

Golebiowska, Aleksandra
Role-Plays in Pre-Service Teacher Training.
PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the International Association for Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Discussion (Teaching Technique); English (Second Language); Foreign Countries; *Language Teachers; *Microteaching; *Preservice Teacher Education; *Role Playing

A discussion of role-playing as a teaching technique in pre-service language teacher education suggests procedures for acquainting teacher trainees with role-playing and preparing them to write their own role-plays. The method aims to overcome trainee resistance to group work. Exposure to role-playing takes three forms: (1) trainees view a film about group work in the classroom and discuss it in a specified format, similar to a debate; (2) trainees participate in microteaching, using role-cards to define the "learners'" roles; and (3) trainees engage in traditional role-playing, not necessarily related to teaching. It is suggested that this method allows trainees to see the potential for learning in role-playing and to focus on the value of language in the exercise. Sample follow-up activities are recommended. Specific ways to use this role-playing experience to encourage trainees to invent their own exercises are outlined. (MSE)

ED 302 093 FL 017 737

Palka, Ewa
Using Cards To Revise and Practise Language Items.
PUB DATE- Apr 88
NOTE- 10p.; Paper presented at the Annual Meeting of the International Association for Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; Foreign Countries; *Form Classes (Languages); *Grammar; *Material Development; Pattern Drills (Language); Second Language Instruction; Vocabulary Development
IDENTIFIERS- *Flash Cards

The use of small cards containing grammatical forms for classroom second language practice is explained, and suggestions for designing card sets are made. The technique involves pairing students, providing each with a different but related card, and requiring them to work together to answer each other's question. Cards may contain a variety of language items that need practice or revision, such as tenses, sentence patterns, conditionals, phrasal verbs, prepositions, articles, or vocabulary items. On one partner's card, a language item is given and a request is made for another, specified form that involves manipulation of the first (e.g., "Heavy snow has made the roads impassable; the roads...").

The second partner's card contains the opposite information (e.g., "The roads are impassable because of the heavy snow; heavy snow..."). Suggestions are made for practicing other kinds of language items with the paired cards. Four methods for producing the cards are suggested. Their use for testing and game-playing is also discussed. (MSE)

ED 302 094 FL 017 738

Crane, Terese A.
"Bilingual Education," "Bilingual Curriculum": A Teacher's Perspective.

PUB DATE- 5 Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Bilingual Education; *Bilingual Education Programs; Comparative Analysis; *Curriculum Design; Definitions; *Educational Objectives; Elementary Secondary Education; Teacher Attitudes

While the concept of bilingual education is well-intentioned and pragmatic for public schools, it is not well understood by educators who use it. Differences in understanding lead to diverse actions and contribute to the confusion surrounding the concept. Policymakers, theoreticians, researchers, and practitioners each view bilingual education from a different perspective. A survey of elementary school teachers found no consensus on the meaning of the term "bilingual education." The concept, as it is applied in schools, needs to be clarified so that its intention can be fulfilled. The term "bilingual education" should not be used when the more specific term "bilingual curriculum" is more appropriate. "Bilingual curriculum" is the operationalization of the concept of "bilingual education." This distinction could help new teachers deal with the realities of classroom life and inform teachers in their task. Disenchantment with the operationalization of a misunderstood concept and inadequate preparation to deal with its ramifications has led to a shortage of bilingual teachers. Dialogue among educators about the differences between bilingual education and bilingual curriculum could result in more coherent programs, to the educational benefit of all limited- and non-English-speaking students. A 19-item bibliography is included. (MSE)

ED 302 095 FL 017 739

Cheung, Anthony C. M.
Integrating CALL Software into ESL Curricula: An Exploration.
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (Sydney, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; *Curriculum Development; *English (Second Language); Foreign Countries; Second Language Instruction; Teacher Role

The use of computer-assisted-language-learning (CALL) software in the curriculum for teaching English as a second language (ESL) is discussed. Selected CALL programs are described, and some general concerns about the application of CALL software are outlined, including the limited oral applications, inappropriate content or design, and the "non-communicative" orientation of many programs. Two recent experiments exploring the integration of CALL software into regular ESL curricula are described. One experiment involved a class of 16 ESL students in the use of multiple-choice authoring program, and the other had a group of ESL teachers in an in-service program use a reading program. Results suggest that many students find CALL interesting and exciting, and that the software is adaptable to language course themes and units. The approach is also seen to change the teacher's role from that of information-provider to that of organizer and tutor. A brief bibliography and sample data files from the experiments are appended. (MSE)

Newson, Dennis

Making the Best of a Bad Job: The Teaching and Testing of Translation.

PUB DATE- Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the International Association for Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; *Educational Objectives; *English (Second Language); *English for Academic Purposes; Foreign Countries; Higher Education; *Media Selection; Second Language Instruction; Student Evaluation; *Translation
IDENTIFIERS- *West Germany

West Germany's university system requires that translation be taught as part of the English second language curriculum. One faculty member feels that using translation as a teaching and testing tool has these disadvantages. Translation (1) encourages thinking in one language and transferring to another, with accompanying interference; (2) deprives teacher and learner of the benefit of working within a single language; (3) gives false credence to the idea that there is a perfect one-to-one correspondence between languages; and (4) does not facilitate achievement of generally accepted aims such as spoken language emphasis, controlled introduction and mastery of graded structures and lexicon, situationalized language, communicative language use, learner-centered instruction, and seeing different world views. Grading translations is also difficult and contains some pitfalls. Careful text selection is seen as critical to good translation instruction, and can be guided by a few simple considerations. Several classroom techniques have been found to be successful, including: oral translation drills; random selected translation of parts of a text; translation of short, varied passages rather than one long passage; group translation work; and work on common translation problems. (MSE)

ED 302 097 FL 017 746

Wrigley, Heide Spruck
Don't Teach the Book. Teach the Students! Preparing Language Minority Adults for Legalization: Curriculum Guidelines Regarding Program Design, Course Component and Instructional Strategies.
Immigrant Reform Language Issues Network, Long Beach, CA.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Nov 88
NOTE- 24p.; Paper presented at the Annual Meeting of the International Association for Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).
AVAILABLE FROM- IRLINET/Long Beach Foundation, 250 Bellflower Blvd., Long Beach, CA 90840.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; Citizen Participation; *Curriculum Development; *English (Second Language); History Instruction; *Immigrants; Interviews; *Limited English Speaking; *Program Design; Second Language Programs; Skill Development; Test Wiseness; United States Government (Course); *United States History
IDENTIFIERS- *Amnesty; Immigration Reform and Control Act 1986

A guide to program design and instruction for immigrants seeking permanent residency in the United States is based on the educational requirements of the 1986 Immigration Reform and Control Act. It provides information for developing an amnesty preparation program to meet the requirements for proficiency and/or course attendance. Those requirements include an understanding of basic English and knowledge and understanding of United States history and government. The guide outlines the components, requirements, and/or considerations essential to developing an amnesty preparation program, designing an instructional program, choosing a program model, developing courses to meet student needs, structuring a curriculum to meet government specifications and to provide immigrants with needed test-taking and interview skills, setting performance standards, and establishing a responsible program policy. Brief lists of recommended texts, bibliographies, tests, information sources, newsletters, and hotlines are included. (MSE)

ED 302 098 HE 021 660

Inventory of Academic Programs. Volume One. Public Senior Institutions and Branch Campuses, June 1, 1988. A Planning Document of the Alabama Commission on Higher Education.

Alabama State Commission on Higher Education, Montgomery.

PUB DATE- 1 Jun 88

NOTE- 387p.; For related documents, see HE 021 661-663; for an earlier study, see ED 274 281-285.

LANGUAGE- English

EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies; *College Programs; Degrees (Academic); Educational Assessment; *Higher Education; Public Colleges; *Public Education; *State Colleges; State Surveys; Statewide Planning

IDENTIFIERS- *Alabama

The four volumes of the 1988 Inventory of Academic Programs, developed by the Alabama State Commission on Higher Education, capsule an extensive variety of instructional programs offered by Alabama's 57 public institutions of higher education and the many private universities and colleges. Volume I includes information on public senior institutions and branch campuses. It provides a summary view of all programs offered for credit and culminating in an academic award as of June 1, 1988. The listing of each college and university offering a program is arranged according to the standard taxonomy developed by the National Center for Education Statistics' Classification of Institutional Programs (CIP). Following a list of Alabama's public senior institutions and of abbreviations of common degree designations, there is a taxonomy of instructional programs. Section A offers the inventory of public senior institutions, and Section B includes the inventory of public branch campuses. Each covers the CIP/field of study/program title, institution name, degrees offered, and accreditation/level. Appended is detailed information on accreditation and a listing of specialized accrediting/approving associations cited in the academic program inventory. (SM)

ED 302 099 HE 021 661

Inventory of Academic Programs. Volume Two. Private Senior Institutions and Branch Campuses, Private Junior Colleges, June 1, 1988. A Planning Document of the Alabama Commission on Higher Education.

Alabama State Commission on Higher Education, Montgomery.

PUB DATE- 1 Jun 88

NOTE- 209p.; For related documents, see HE 021 660-663; for an earlier study, see ED 274 281-285.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies; *College Programs; Degrees (Academic); Higher Education; Multicampus Colleges; *Private Colleges; Private Financial Support; State Surveys; Statewide Planning; *Two Year Colleges; *Upper Division Colleges

IDENTIFIERS- *Alabama

The four volumes of the Alabama State Commission on Higher Education's 1988 Inventory of Academic Programs capsule an extensive variety of instructional programs offered by the state's 57 public institutions of higher education and the many private universities and colleges. Volume II focuses on private senior institutions and branch campuses as well as private junior colleges. It offers a summary view of all programs offered for credit and culminating in an academic award as of June 1, 1988. All programs are classified according to a standard taxonomy developed by the National Center for Education Statistics' Classification of Instructional Programs (CIP). A list of Alabama's resident private senior institutions and resident private junior colleges is followed by an explanation of abbreviations of common degree designations and a taxonomy of instructional programs. Sections A, B, and C are inventories of: private sector institutions; branch campuses of private sector institutions; and private junior colleges. In each section the information is listed by CIP/field of study/program title, institution, degrees offered, and accreditation/level. The appendix discusses accreditation and offers a list of specialized accrediting/approving associations cited in the academic program inventory. (SM)

ED 302 100 HE 021 662

Inventory of Academic Programs. Volume Three. Public Junior and Junior College Divisions of Community Colleges. Junior College Linkage Programs, June 1, 1988. A Planning Document of the Alabama Commission on Higher Education.

Alabama State Commission on Higher Education, Montgomery.

PUB DATE- 1 Jun 88

NOTE- 187p.; For related documents, see HE 021 661-663; for an earlier study, see ED 274 281-285.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies; *Articulation (Education); *College Programs; *Community Colleges; Degrees (Academic); *Public Colleges; Public Education; *State Colleges; State Surveys; Statewide Planning; Technical Education; *Two Year Colleges; Vocational Education

IDENTIFIERS- *Alabama

The four volumes of the Alabama State Commission on Higher Education's 1988 Inventory of Academic Programs capsule an extensive variety of instructional programs offered by Alabama's 57 public institutions of higher education and the many private universities and colleges. Volume III focuses on public junior colleges and junior college divisions of community colleges as well as junior college linkage programs. It provides a summary view of all programs offered for credit and culminating in an academic award as of June 1, 1988. All programs are classified according to the National Center for Education Statistics' standard taxonomy, the Classification of Instructional Programs (CIP). Following a listing of Alabama's public junior/community colleges and junior college linkage programs, there is an explanation of abbreviations of common degree designations and a taxonomy of instructional programs. Two sections focus on an inventory of public junior and community colleges and an inventory of junior college linkage programs. The information is broken down by CIP/field of study/program title, institution, degrees offered, and accreditation/level. An appendix discusses accreditation and lists specialized accrediting/approving associations cited in the academic program inventory. (SM)

ED 302 101 HE 021 663

Inventory of Academic Programs. Volume Four. Public Technical Colleges and Technical College Divisions of Community Colleges, June 1, 1988. A Planning Document of the Alabama Commission on Higher Education.

Alabama State Commission on Higher Education, Montgomery.
PUB DATE- 1 Jun 88
NOTE- 155p.; For related documents, see HE 021 660-662; for an earlier study, see ED 274 281-285.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies; Community Colleges; Higher Education; *Public Colleges; State Colleges; State Surveys; Statewide Planning; *Technical Education; *Technical Institutes
IDENTIFIERS- *Alabama

The four volumes of the Alabama State Commission on Higher Education's 1988 Inventory of Academic Programs capsule an extensive variety of instructional programs offered by Alabama's 57 public institutions of higher education and the many private universities and colleges. Volume IV focuses on public technical colleges and technical college divisions of community colleges. It provides a summary view of all programs offered for credit and culminating in an academic award as of June 1, 1988. All programs are classified according to a standard taxonomy developed by the National Center for Education Statistics, the Classification of Instructional Programs (CIP). A list of Alabama's public technical colleges (including community colleges) is followed by abbreviations of common degree designations and a taxonomy of instructional programs. The inventory of public technical colleges and technical divisions of community colleges is broken down by CIP/field of study/program title, institution, degrees offered, and accreditation/level. The appendix discusses accreditation and lists specialized accrediting/approving associations cited in the academic program inventory. (SM)

ED 302 102 HE 021 782

Non-Credit Instructional Activities, July 1, 1987 through December 31, 1987, With Trend Information from 1983. State University of New York. Office of Institutional Research Report Number 20-88A.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE- Jun 88
NOTE- 553p.; For an earlier study, see ED 291 281.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Attendance; College Faculty; *College Instruction; *Educational Trends; Extension Education; Financial Support; Higher Education; Majors (Students); *Noncredit Courses; State Surveys
IDENTIFIERS- New York; *State University of New York

The responses of the State University of New York (SUNY) constituent institutions to the biannual survey of Non-Credit Instructional Activities for July 1, 1987 through December 31, 1987 are summarized. Six sections focus on the following: (1) SUNY summary reports of the number of non-credit instructional activities and registrations, July 1, 1987 through December 31, 1987 (registrations and activities by subject area, target clientele, organizing unit, type of instructional activity, faculty status, and funding source); (2) SUNY trend reports summarizing non-credit instructional activities and registrations, 1983 through 1987 (trends in non-credit instructional activities and registrations, subject areas and number of registrations in non-credit instructional activities, and target clientele and number of registrations in non-credit instructional activities); (3) SUNY detail reports of each non-credit instructional activity, by subject area, title, and campus, July 1, 1987 through December 31, 1987 (e.g., arts, education, law, and humanities); (4) a cooperative extension appendix (sample of multiplier training efforts, Cornell Cooperative Extension); and (5) a SUNY appendix (map of the SUNY institutions and chronology of dates of establishment of SUNY institutions). A publications list of the Central Staff Office of Institutional Research is included. (SM)

ED 302 103 HE 021 800

Cardozier, V. R.
American Higher Education. An International Perspective.
REPORT NO.- ISBN-0-566-05428-0
PUB DATE- 87
NOTE- 221p.; Two tables may not reproduce well due to small print.
AVAILABLE FROM- Gower Publishing Company, Old Post Road, Brookfield, VT 05036 ($41.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Administrative Organization; College Administration; College Curriculum; College Faculty; *College Role; College Students; Degrees (Academic); *Educational Development; Educational Finance; *Educational History; Governance; *Higher Education; Public Service; Research
IDENTIFIERS- *United States

The American higher education system is explained to those whose understanding of it is limited, especially non-American readers. The book attempts to picture the entire higher education system in the United States including limitations and deficiencies as well as balanced treatment of different types of colleges and universities. Despite its diversified structure of authority and control and sources of financial support, American higher education can be considered a system in the sense that its various components share many things in common and are linked in many ways. Eight sections focus on the following: (1) history and development (land grant colleges, normal schools and teacher's colleges, the role of the church); (2) organization and governance (colleges, universities, and institutes, governing boards, and internal structure); (3) administration and finance (administrative officers, support staff, source of finance); (4) degrees and curricula (bogus degrees, honorary degrees, the curriculum); (5) faculty (academic rank, tenure, faculty support); (6) teaching (teaching methods, class meetings, grades and grading); (7) students (pre-collegiate education, enrollment, profiles of students); and (8) research and public service (research, university press). Contains 18 references. (SM)

ED 302 104 HE 021 809

Campbell, Charles R.

A Study To Determine How the Office of Student Affairs Can Better Serve the Student Population at Arizona State University at Tempe.

PUB DATE- Jan 86
NOTE- 50p.; Practicum, Nova University. The data collection questionnaire listed in the table of contents is not included in the document.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Administrative Policy; *Ancillary School Services; Career Guidance; College Environment; College Students; Counseling Services; Higher Education; Mentors; *Participant Satisfaction; Program Evaluation; School Health Services; Sex Bias; Social Services; State Universities; *Student College Relationship; Student Development; Student Needs; *Student Personnel Services; *Student Welfare; Use Studies
IDENTIFIERS- *Arizona State University

In 1985, the Office of Student Affairs (OSA) at Arizona State University offered 10 major categories of services to students. Its austere budget allocation was noted as a significant obstacle to an increase in its professional office staff; this led to a concern that the provision of student services was not being optimized. A study was conducted by the OSA to formulate and test two hypotheses: (1) that the overall quality of services provided by the OSA is not a function of the sex of student clients or the prior use of student services by clients receiving services; and (2) that the quality of each of the 10 major services provided by the OSA is not a function of the sex of student clients or the prior use of student services by clients receiving services. A sample of 500 students was selected from the population of students using OSA services, and data were collected through a mailed survey questionnaire. It was found that one-half of the services offered were very lightly used. Recommendations are as follows: lightly used services should be evaluated to determine whether to retain them, and the availability and nature of the services retained should be publicized. Generally, it was found that female student clients rated the services higher than males, so it was recommended that each of the individual services be evaluated to determine if the service is structured with a bias against males. Since prior users tended to rate the services higher than did first-time users, it was recommended that OSA review its operating policies with a view toward making the initial visit by a student a positive experience. Contains 25 references. (Author/SM)

ED 302 105 HE 021 815

Greenland, Annette E.
Responsiveness to Adult Undergraduates in a Traditional Land-Grant University: An Institution-Wide Self-Assessment.
PUB DATE- May 88
NOTE- 393p.; Ed.D. dissertation, University of Massachusetts.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Students; College Students; Continuing Education; *Educational Assessment; Higher Education; *Institutional Evaluation; *Needs Assessment; School Effectiveness; *Self Evaluation (Groups); *Undergraduate Students
IDENTIFIERS- *University of Massachusetts Amherst

The responsiveness of the University of Massachusetts at Amherst to its adult undergraduates is measured as part of an examination of the American higher education system's response to this type of student. One purpose of the study is to adapt to this university the Commission on Higher Education and the Adult Learner's "Postsecondary Education Institutions and the Adult Learner: A Self-Study Assessment and Planning Guide," which reports 200 practices effective in the education of adults. Instruments incorporating modifications from the literature and suggestions of earlier "Guide" users were sent to all department and division heads, samples of faculty and academic advisors, and heads of the Division of Continuing Education (DCE) and University Without Walls (UWW). Support-service heads were interviewed via Guide-based protocols. Measures of "climate" for potential adoption were calculated. Measures of adult-student satisfaction with services and environment were sought via the Student Opinion Survey, sent to 181 adult undergraduates in adult-degree programs and traditional majors. The response rate overall was in excess of 80%. Many practices were in use in DCE and UWW. Elsewhere, nominal acceptance was moderately widespread; usage lagged far behind. Advisors were identified as the most responsive personnel group, Education and Health Sciences the most responsive academic units. Results indicate that the university is somewhat responsive now but potentially very responsive, and an attitude change is needed. Recommendations include having the university build on demonstrated and potential strengths, establishing an Office of Adult Learning Services as a clearinghouse for information on available options to adult students, investigating the possibility of expanding the number and nature of academic-department courses offered after 4:00 P.M., tracing the pattern of independent study credit to see how extensively part-time students are using it, and scheduling a conference on the general topic of this dissertation. Appended are: design of instruments; cover letters; completion-rate characteristics; supplementary tables; content analysis procedures; and hindsights. Contains approximately 130 references and 44 tables. (Author/SM)

ED 302 106 HE 021 889

Trends in Enrollment and Degrees Granted 1948-1987. State University of New York. Office of Institutional Research Report Number 7-88.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE- Aug 88
NOTE- 250p.; For earlier survey, see ED 283 422.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Admission (School); Agricultural Colleges; College Attendance; College Students; Community Colleges; *Degrees (Academic); Educational Trends; Enrollment Rate; *Enrollment Trends; Higher Education; Public Colleges; State Surveys; *State Universities; Technical Institutes
IDENTIFIERS- *New York

This State University of New York (SUNY) report is a reissue of its earlier "Trends in Enrollment and Degrees Granted" and covers the period from 1948-1987. Its two major sections focus on credit course enrollment (headcount) and degrees granted. Credit course enrollment provides headcount enrollment data for the individual SUNY institutions and institutional types as well as systemwide data. Its enrollment data are for the fall term of each year and are arrayed by student load. Degrees granted are also reported for the system as a whole, as well as for individual institutions and institutional types. The degrees-granted data cover all degrees awarded over a 12-month period. Information is categorized as follows: State University totals; State University totals excluding community colleges sponsored by the New York City Board of Higher Education; state-operated/funded institutions; university centers; university colleges; health sciences centers; specialized colleges; statutory colleges; colleges of technology/agriculture; all other community colleges; and associated colleges. Appended are a map of

State University institutions, a chronology of dates of establishment of institutions of the State University of New York, and a publications list of the Central Staff Office of Institutional Research. (SM)

ED 302 107 HE 021 890

Hanson, Todd C.
Baccalaureate Origins of PhDs, 1920-1980: A New Study. College Rankings by Educational Productivity.
Randolph-Macon Coll., Ashland, VA.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 87
NOTE- 624p.
GRANT- NEH-OP-20172-84
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Bachelors Degrees; Comparative Analysis; Degrees (Academic); *Doctoral Degrees; *Educational Attainment; Educational Benefits; *Graduate Students; Higher Education; *Outcomes of Education; Sex Differences; *Student Educational Objectives; Trend Analysis; Undergraduate Study
IDENTIFIERS- *College Outcomes Assessment

A report on the undergraduate origins of PhD holders for the periods of 1920-1980 and 1970-1980 is presented. Its three goals are to show how many of each of the 1,200 U.S. colleges had graduates who earned the PhD during the two time periods; to calculate the proportion of each college's graduates who had earned the PhD during the two time periods; and to rank colleges, within each time period, by the number of PhD holders and the proportion of PhD holders. The findings of the study are reported in a series of tables which rank the nation's 1,200 colleges by their overall performance and by their performance in specific disciplines. This report was produced from a more extensive and detailed database which contains the following information: college characteristics (enrollment, racial composition, federal region code); PhD data (total number of PhD recipients, total number of male PhD recipients, total number of female PhD recipients); and bachelor of arts degree (BA) data (total number of BA recipients, total number of male BA recipients, and total number of female BA recipients).

The findings of the study are contained in the included tables: (1) estimated rate of PhD production per 1,000 BA degrees, all fields, 1920-80; (2) rate of PhD production per 1,000 BA degrees, all fields, 1970-80; (3) rate of PhD production per 1,000 BA degrees, by college major, 1970-80; (4) total number of PhD degrees, all by college major, 1970-80; (4) total number of PhD degrees, all fields, 1920-80; (5) total number of PhD degrees, by college major, 1920-80; (6) total number of PhD degrees, all fields, 1970-80; and (7) total number of PhD degrees, by college major, 1970-80. Contains 7 references. (SM)

Application and Enrollment Patterns of Transfer Students, Fall 1987. State University of New York. Office of Institutional Research Report Number 6-88.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- Jun 88
NOTE- 581p.; For earlier study, see ED 289 529.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; *College Transfer Students; *Enrollment Trends; Higher Education; *Student Mobility; Two Year Colleges; Undergraduate Students
IDENTIFIERS- *State University of New York

The 18th annual study of the application and enrollment patterns of university transfer students developed by the Central Staff Office of Institutional Research, State University of New York (SUNY), is presented. It was conducted in response to the many requests for information regarding the inter-campus mobility of students attending institutions under the SUNY program. The data gathered for this study have been organized and presented in a variety of formats designed to provide immediate answers to a wide range of questions that may be formulated regarding transfer students. The basic data are presented so as to directly relate to the transfer student's prior institution and current SUNY institution and entry level. Nine sections focus on the following: (1) institutional summary tables; (2) coordinating area summary tables; (3) location and type of prior institution; (4) transfer students from other SUNY institutions; (5) transfer students from other New York institutions; (6) transfer students from outside New York State; (7) trend reports; (8) undergraduate admission tables; and (9) associate degrees granted by SUNY two-year colleges. Data indicate a total of 28,235 transfer students enrolled in SUNY in the fall of 1987; this is a slight increase from the previous fall. This number indicates the relative constancy in transfer enrollments over the past 10 years. While the number of transfer students has remained generally fixed, the distribution between four-year and two-year institutions seems to be shifting. Appended are a map of State University institutions, a chronology of dates of establishment of SUNY institutions, and a publications list of the Central Staff Office of Institutional Research. (SM)

ED 302 109 HE 021 926

Washington High School and Beyond. A Profile of the 1980 Senior Class.

Washington Office of the State Superintendent of Public Instruction, Olympia.

PUB DATE- Sep 82
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Bound Students; Educational Assessment; Educational Benefits; Followup Studies; Grade 10; Grade 12; Higher Education; *High School Graduates; High Schools; *High School Students; Longitudinal Studies; State Surveys; Student Development; *Student School Relationship
IDENTIFIERS- *High School and Beyond (NCES); Washington

A state representative sample survey of 1980 high school sophomores and seniors in Washington State schools is presented as part of the Nation's High School and Beyond study. The primary purpose of the study, a large scale longitudinal survey, is to observe the educational and occupational plans and activities of young people as they pass through the state's educational system and take on their adult roles. The Washington High School and Beyond study was designed as part of the state school testing and assessment effort. It provides a comparative database containing longitudinal statistics on a state sample of high school sophomores and seniors as they move out of the school system into the critical years of early adulthood. Information in the report is limited to the students who were seniors in 1980. Five sections discuss the following: (1) high school experiences (curriculum placement, mathematics and science courses taken, grades and homework, basic skills remedial instruction, vocational training, proper school behavior, and student opinions of their school); (2) activities outside of school (working for pay, organized group activities, and other leisure activities); (3) values and attitudes (life goals and factors in occupational choice); (4) plans of high school seniors (short range and long range plans); and (5) plans for college (criteria for choosing a college, type of college chosen, and expected field of study). Contains 29 tables. (SM)

ED 302 110 HE 021 965

English, Fenwick W.

Curriculum Management for Schools, Colleges, Business.

REPORT NO.- ISBN-0-398-05335-9
PUB DATE- 27 May 87
NOTE- 321p.
AVAILABLE FROM- Charles C. Thomas, Publisher, 2600 South First Street, Springfield, IL 62794-9265 ($44.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; *Business; *College Curriculum; Curriculum Design; *Curriculum Development; Curriculum Evaluation; Delivery Systems; Higher Education; Quality Control; School Activities; School Districts; Validity

What works and does not work in school systems, colleges, and businesses is discussed with a focus on curriculum in the schools and other organizations. Organizational studies were completed in several school systems nationwide. Ten chapters look at the following: (1) curriculum management (the case of the academy, what curriculum is, the nature of school structure and organization, teacher autonomy and authority in schools, some constructs about curriculum in schools); (2) the concept of quality control (curriculum design and delivery, quality control as a concept, curriculum design, curriculum delivery); (3) resolving design and delivery problems (factors in the environment which require quality control, quality control in school settings, delivery problems); (4) curriculum validation (educational conservatism, liberalism, liberationism, and anarchism, procedures for validation, the social utilitarian view, the phenomenological view, the dominant approach, major steps in the process of needs assessment); (5) curriculum alignment (transfer of training as the critical assumption, two types of curriculum alignment, procedures, problems); (6) functional curriculum guides (cycle of basic curriculum design activities, steps in developing functional guides, problems with work design); (7) curriculum mapping (the context, the basic elements, technical difficulties, the dimensions, other descriptive mapping concepts, mapping in the school of the future); (8) curriculum balance (definitions, the importance of outcomes in determining balance, the problem of time, the problem of the co-curriculum, an approach towards determining balance); (9) curriculum auditing (precedents, a model for auditing, standards, format, the power of the audit, common mistakes in undertaking audits); and (10) curriculum evaluation (the framework, evaluation of work design, evaluation of the work performed, work measurement, looking at the total work flow, using results as an indicator of quality work design and work flow). A dialogue with the author follows each chapter; it answers common questions and lists additional activities. Contains approximately 500 references. (SM)

ED 302 111 HE 021 996

The Constitution and the Independent Sector. Working Papers. Proceedings of the Spring Research Forum (New York, New York, March 19-20, 1987).

Independent Sector, Washington, DC.; United Way Inst., Washington, DC.

PUB DATE- 87

NOTE- 511p.; Papers prepared for the 1987 Spring Research Forum co-sponsored by Independent Sector and United Way Institute

AVAILABLE FROM- Independent Sector, 1828 L Street, N.W. Washington, DC 20036 ($75.00 prepaid).

LANGUAGE- English

EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Competition; Decision Making; Donors; Educational Finance; Females; Finance Reform; Higher Education; Institutional Mission; Legal Responsibility; Minority Groups; *Nonprofit Organizations; *Private Financial Support; *Public Policy; Taxes; Volunteers

IDENTIFIERS- United States Constitution; Wealth

A collection of 33 working papers for presentation at a research forum on the Constitution and the independent sector is presented. Thirteen sections cover: (1) the Constitution--"The Metapolitical Role of Voluntary Organizations in the United States" (Hall), "The Evolution of the Law of Nonprofit Organizations" (Hansmann); (2) management issues--"Effective Managers of Nonprofit Organizations" (Heimovics and Herman), "The Decision Making and Allocation Process in Corporate Philanthropy" (Useem), "Recruitment, Management, and Retention of Volunteers--From a Volunteer's Perspective" (Finlay); (3) economics--"The Independence of the Independent Sector" (Rose-Ackerman), "Nonprofits in a Mixed Economy" (Weisbrod), "Toward a New Economics for the Nonprofit Sector" (Gassler); (4) tax reforms effects on giving and volunteering--"Individual Giving Under the Tax Reform Act of 1986" (Lindsey), "Tax Reform and Volunteering" (Schiff); (5) philanthropy abroad--"Themes in International Research on the Nonprofit Sector" (Anheier), "Voluntarism in France: Sketches from Life, Pictures of Research" (Ferrand-Bechmann), "Charitable Giving by Individuals in Great Britain" (Brophy); (6) philanthropic activities of the wealthy--"Varieties of Philanthropic Logic among the Wealthy" (Schervish and Herman), "The Values of the Wealthy" (Boris); (7) philanthropic activities among minorities--"The Charitable Giving and Voluntarism of Black Americans" (Carson), "Giving to Jewish Philanthropic Causes" (Silberstein, Ritterband, Rabinowitz, and Kosmin); (8) legal issues--"The Buck Trust" (Dale), "The Combined Federal Campaign" (Dale), "Legal Issues Involving Competition by Nonprofits with Small Business" (Hopkins); (9) voluntary organizations--"A Community Institutional Response to a Crisis in Social Service Funding: The Twin Cities Case" (Galaskiewicz), "An Information System for Public-Private Decision-Making" (Von Elm), "Changing Public/Private Roles in Human Services" (Musselwhite and Salamon); (10) competition--"Entrepreneurial Activities of the Nonprofit Sector" (Young), "Commercial Activities in Human Service Organizations" (De Vita Salamon); (11) history and values--"The Public and Independent Sectors: Separate Strategies or Partnership?" (Chambers), "Philanthropy and Social Values" (Paul and Ahrens); (12) women in philanthropy--"Lady Bountiful and Her Good Works?" (Odendahl), "Philanthropic Activities of Wealthy Women" (Ostrander), "Older Generation, Younger Generation: Transitions in Women's Volunteer Lives" (MacLeod); and (13) the Constitution and the independent sector--"The Constitution and Voluntary Organizations" by (Wyszomirski), "Democracy and Voluntarism" (Van Til), "Groping for Groups: The Case of Non-Profits" (Soifer). (SM)

ED 302 112 HE 021 998

Curry, Boykin, Ed.; Kasbar, Brian, Ed.

Essays That Worked for Business Schools. 35 Essays from Successful Applications to the Nation's Top Business Schools. With Comments from Admissions Officers.

REPORT NO.- ISBN-0-914457-19-5
PUB DATE- 87
NOTE- 128p.
AVAILABLE FROM- Mustang Publishing Company, Inc., P.O. Box 9327, New Haven, CT 06533 ($8.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; Admission (School); Admission Criteria; *Business Administration Education; *College Admission; *College Applicants; College Bound Students; *Essays; Graduate Study; Higher Education; Writing Skills

Thirty-five exemplary application essays, chosen by admissions officers from top business schools around the country, are presented with the intention of inspiring people applying to business schools. The essays prove that such pieces of writing do not have to be boring and stuffy with pretentious wording. An accurate, enthusiastic reflection of the writer's personality can make for a refreshing and successful essay. The essays here are loosely grouped into the following seven groups: essays that discuss strengths and weaknesses; ethical essays; essays about work experiences; essays about the MBA; essays about accomplishments; extracurricular essays; and off-beat essays. Introductions to each grouping are based on author research and comments submitted by admissions officers along with the essays. Applicants wrote on such subjects as starting one's own airline, the corruption in a job as a defense contractor, and dealing with a father's alcoholism. A copy of an article (reprinted from "Business Week") is included and discusses the importance of the essay in business school application. (SM)

ED 302 113 HE 021 999

Curry, Boykin, Ed.
Essays that Worked for Law Schools. 35 Essays from Successful Applications to the Nation's Top Law Schools. With Comments from Admissions Officers.
REPORT NO.- ISBN-0-914457-24-1
PUB DATE- 88
NOTE- 112p.
AVAILABLE FROM- Mustang Publishing Company, Inc., P.O. Box 9327, New Haven, CT 06533 ($8.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; Admission (School); Admission Criteria; *College Admission; *College Applicants; College Bound Students; Essays; Graduate Study; Higher Education; *Law Schools; Writing Skills

Thirty-five outstanding application essays selected by admissions officers from top law schools around the nation are presented along with advice on writing the essay and on the admission process. It is intended to inspire people applying to law school and relieve their anxiety over the essays, acting as a catalyst for the applicant's creativity. Too frequently, applicants think they should write like a lawyer and make their essays boring and stuffy. The essays included here prove that an honest, personal, and creative essay can be superior to one that says nothing at all in order to be safe. According to the admissions officers submitting the essays, they worked because they revealed a part of the applicant's personality that was not shown in grades and aptitude scores. The essays are divided into the following eight categories: essays about character; essays about student-school fit; essays that explain an aberration; essays about important changes; essays about entering the legal profession; contemplative essays; essays about crimes of all sorts; and essays about applicants with colorful backgrounds. Topics include running a day care center and driving a cab in New York City. Comments by admissions officers are included. (SM)

ED 302 114 HE 022 000

Schoem, David, Ed.; Knox, William, Ed.
Students Talk about College. Essays from the Pilot Program.
REPORT NO.- ISBN-0-91168-73-7
PUB DATE- 88
NOTE- 99p.
AVAILABLE FROM- Prakken Publications, Inc., Post Office Box 8623, Ann Arbor, MI 48107 ($9.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Bound Students; *College Freshmen; Coping; Higher Education; *Student Adjustment; Undergraduate Students; Writing Skills
IDENTIFIERS- *Student Orientation; *University of Michigan

A collection of essays by students at the University of Michigan's Pilot Program, an innovative, 600-student, academic/residential undergraduate unit, written specifically for other college students, is presented. The essays give personal glimpses of college life to college students to help them learn from each other what discoveries and challenges college life can offer. The "Students Talk about College" Project was initiated during the 20th anniversary of the Pilot Program at the University of Michigan. Essays from Pilot Introductory Composition sections, Pilot seminars, and from individuals' writing were solicited. To organize the essays that were submitted, a one-credit, mini-course was started. The essays in this collection are about the days after high school, the anxieties of leaving home, and the anticipation of the first week of college. They talk about the joy of independence, growing up, becoming thoughtful adults, and about the pain in that process. The chapters focus on leaving home, transition, why the student is there, social life, and growing up. This book is intended to be a guide for incoming freshmen and those who aid students in their decisions about college. It can be used for orientations and freshman-year-experience seminars since it has information from those who have recently experienced the first year of college. (SM)

Farnham, Christie, Ed.
The Impact of Feminist Research in the Academy.
Indiana Univ., Bloomington. Women's Studies Program.
REPORT NO.- ISBN-0-253-20448-8
PUB DATE- 87
NOTE- 237p.
AVAILABLE FROM- Indiana University Press, Tenth & Morton Streets, Bloomington, IN 47405 ($12.95 paperback--ISBN-0-253-20448-8; $27.50 hardback--ISBN-0-253-32807-1).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blacks; Civil Rights; Economics; *Feminism; Higher Education; Individual Development; Political Influences; Psychology; Religious Education; Sciences; *Sex Differences; Sex Fairness; Social Sciences; Sociology; United States History; *Womens Studies
IDENTIFIERS- Feminist Scholarship

As a tribute to the Indiana University Women's Studies Program's first decade, this volume of essays was conceived by the Coordinating Committee. Most of the essays were commissioned by the Women's Studies Program, and some of them were also presented to the campus in a lecture series. Papers are as follows: "The Same or Different?" (Christie Farnham); "Feminism and Anthropology: The Struggle To Reshape Our Thinking about Gender" (Louise Lamphere); "Women's History and the Rewriting of History" (Joan Wallach Scott); "Toward a Paradigm Shift in the Academy and in Religious Studies" (Carol P. Christ); "Remapping Development: The Power of Divergent Data" (Carol Gilligan); "Feminist Research and Psychology" (Carol Nagy Jacklin); "Science and Belief: A Polemic on Sex Differences Research" (Ruth Bleier); "The Task of a Feminist Economics: A More Equitable Future" (Barbara R. Bergmann); "What Research on the Political Socialization of Women Can Tell Us about the Political Socialization of People" (Virginia Sapiro); "Reflections on Black Women Writers: Revising the Literary Canon" (Nellie McKay); "Re-Viewing the Impact of Women's Studies on Sociology" (Jessie Barnard); and "Women, Men, Theories, and Literature" (Carolyn G. Heilbrun). Contains 24 references. (SM)

ED 302 116 HE 022 006

Donovan, Mary; Johnson, Beth Hillman

Collective Bargaining in Higher Education and the Professions. Bibliography No. 15.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

PUB DATE- Jan 87
NOTE- 109p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, CUNY, 17 Lexington Avenue, Box 322, New York, NY 10010 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Freedom; Affirmative Action; Allied Health Occupations; Collective Bargaining; *College Faculty; Comparable Worth; Contracts; Discipline; Dismissal (Personnel); Due Process; *Faculty College Relationship; Financial Policy; Fringe Benefits; Grievance Procedures; Higher Education; Librarians; Long Range Planning; Merit Pay; *Professional Personnel; Public Relations; Retirement; Retrenchment; Strikes; Teacher Salaries; Tenure; *Unions

The 15th volume of the "Collective Bargaining in Higher Education and the Professions" bibliography is intended to continue as a major research tool for those involved in either the study of or the practice of collective bargaining in higher education. It, along with the other volumes, documents the historical development and growth of collective bargaining in higher eduction. This particular volume, unlike the others, does not contain a listing of court cases and administrative orders (because the volume of reported cases has grown to a proportion that referencing them is best left to the courts and legal reporting services). Five sections include the following: (1) faculty bibliography (e.g. academic freedom, collective bargaining, comparable worth, due process, financial exigency, fringe benefits, merit pay, non-faculty, retirement, retrenchment, salaries, strikes, tenure, and women faculty); (2) professions and professionals bibliography (health care administration and institutions, health care professions, nurses, professions, and professions-sports); (3) information guides (bibliographies and directories, resources and periodicals, and useful sources of information); (4) indices (author and subject) and (5) acronyms and abbreviations. (SM)

ED 302 117 HE 022 007

Breneman, David W., Ed.; Youn, Ted I. K., Ed.
Academic Labor Markets and Careers.
REPORT NO.- ISBN-1-85000-414-3
PUB DATE- 88
NOTE- 227p.
AVAILABLE FROM- The Falmer Press, Taylor & Francis Inc., 242 Cherry Street, Philadelphia, PA 19106-1906 ($17.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Rank (Professional); *Careers; Educational Economics; Employment Opportunities; *Higher Education; *Labor Market; Merit Pay; Part Time Employment; Part Time Faculty; Sex Differences; Sex Discrimination; Teacher Supply and Demand; *Teaching (Occupation); Tenure
IDENTIFIERS- *Academic Professions

As part of the Stanford Series on Education and Public Policy, academic careers and academic labor markets in American higher education are examined from a perspective based on both economic reasoning and sociological analysis. Research common to both fields is considered in a series of 10 essays that discuss the following subjects: "Studies of Academic Markets and Careers: An Historical Review" (Ted I. K. Youn); "Entry into Academia: Effects of Stratification, Geography, and Ecology" (Robert McGinnis and J. Scott Long); "Institutional Career Mobility in Academia" (Ted I. K. Youn and Daniel Zelterman); "Exit and Re-entry in Higher Education" (Rachel A. Rosenfeld and Jo Ann Jones); "Part-Time Faculty and Part-Time Academic Careers" (Howard P. Tuckman and Karen L. Pickerell); "Merit Pay in Higher Education" (W. Lee Hansen); "Gender Differences in the Academic Reward System" (Debra Barbezat); "University Scientists as Entrepreneurs" (Maurice N. Richter, Jr.); "The Economics of Academic Tenure: A Relational Perspective" (Michael S. McPherson and Gordon C. Winston); and "Research on Academic Labor Markets: Past and Future" (David W. Breneman). (SM)

ED 302 118 HE 022 008

Kluczynski, J.
Higher Education in Poland.

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.
REPORT NO.- ISBN-92-9069-107-7
PUB DATE- 87
NOTE- 86p.
AVAILABLE FROM- The Romanian Bank for Foreign Trade (BRCE), 22-24 Calea Victoriei, Bucharest, Romania, Account No. 47.11.159.300-4 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Academic Libraries; *Access to Education; Adult Education; Curriculum Development; *Educational Development; Educational Improvement; *Educational Planning; Facility Improvement; Faculty Development; Foreign Countries; National Programs; *Postsecondary Education; Research; School Buildings; Student Development
IDENTIFIERS- *Poland

The current problems of higher education in Poland are addressed, with focus on its variety, operation, and history. The emphasis is on the development of events during the past decade and particularly since 1980. One in a series of monographs on national systems of higher education in Europe, this report covers the following: (1) introduction; (2) past experience (directions of development, higher education and manpower planning, and growth of education); (3) the organization of higher education institutions (access to higher education and titles and degrees conferred, general organizational patterns, and equivalence of diplomas, degrees, and academic titles); (4) system of enrollment; (5) course and curriculum development; (6) educational functions; (7) postgraduate education and refresher courses; (8) adult education; (9) staff development; (10) the student community (students in institutions of higher education, living conditions of students, and foreign students); (11) research in higher education institutions; (12) academic libraries; (13) physical facilities; (14) research on higher education; (15) higher education in Poland compared to that of other countries (higher education in Poland compared to that in the CMEA countries and higher education in Poland compared to that in the countries of the Europe region); (16) prospects for the future and conclusions; (17) annex; (18) list of institutions of higher education; and (19) bibliography. Contains 47 references. (SM)

ED 302 119 HE 022 010

Stewart, David W.; Spille, Henry A.
Diploma Mills. Degrees of Fraud.
American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-930410-5
PUB DATE- 88
NOTE- 269p.
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Accreditation (Institutions); College Graduates; *Degree Requirements; Educational Attainment; Federal Legislation; *Graduation Requirements; Higher Education; Laws; Qualifications; *School Law; State Legislation; *Student Recruitment
IDENTIFIERS- *Diploma Mills; *Fraud; Fraudulent Credentials

Drawing on nearly 6 years of findings by the American Council of Education's Center for Adult Learning and Educational Credentials, this book exposes the techniques that diploma mills (shadowy educational institutions with addresses ranging from shopping malls to post office boxes) use to lure prospective students. Explanations of how many of these businesses actually operate legally under lax state requirements are presented. Suggestions on ways to avoid these diploma mills and get rid of them altogether are provided along with names of persons convicted of crimes associated with diploma mill operations, ways to identify diploma mills in legal and illegal forms, and states in which diploma mill activity is especially rampant. Fifteen chapters focus on the following: fast-lane U: graduating magna cum fraud; a definition of the problem; characteristics of a diploma mill; by the numbers: an art, not a science; the threat to nontraditional higher education; dipscam, diploma mills and the FBI; diploma mills and fraudulent occupational licensure: findings of the U.S. House of Representatives Select Committee on Aging; when a degree is not a degree; the uses and abuses of accreditation; state laws: the baseline defense; California: a very special case; the federal government: a limited role; transcripts and assorted sundries; diplomas for export: a boom in foreign trade; and conclusions: what must be done to make things better. Four appendices are a glossary of acronyms; important addresses; bibliographic resources; and state statutes and persons responsible for oversight. (SM)

ED 302 120 HE 022 011

Watt, David M.
A Developing Market for Continuing Higher Education: The Reserve Components.
PUB DATE- Oct 88
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; *Armed Forces; *Continuing Education; Higher Education; *Military Personnel; Military Training; Nontraditional Education; Recruitment; Specialization
IDENTIFIERS- *Army; Tennessee

Due to increasingly sophisticated military equipment, the Reserve Components of the armed forces need to raise the educational standards for recruits. A number of U.S. educational institutions have responded to their needs for continuing higher education in the areas of job skill enhancement (such as computer operation), regular courses directly corresponding to a military skill (such as licensed practical nursing), and specific military skills for which the college can design special offerings (such as military surveying). Statistics indicate that adult education is best delivered when membership groups are used as the recruiting pool. For members of the reserves, continuing education is a fact of life. It offers the reservist an edge for selection of jobs within the unit and increases the likelihood of promotion. The establishment of the educational goals for reservists has become a call for colleges to enter into closer partnerships with reserve units. An overview of this market's current environment, the range of opportunities available for institutions, and suggestions concerning who and where to make contacts are provided. Three appendices include the following: a brief description of reserve component assistance programs; an extract of FORSCOM/TRADOC Regulation 135-3, United States Army Reserve Forces schools; and a memorandum of agreement between the Tennessee Army National Guard and the State University and Community College System of Tennessee. Contains 7 references. (SM)

ED 302 121 HE 022 012

Runeby, Nils
Student Idealogies and Cultural Radicalism--Some Swedish Evidence.
National Swedish Board of Universities and Colleges, Stockholm.
PUB DATE- 88
NOTE- 17p.
AVAILABLE FROM- Research on Higher Education Program, P.O. Box 45 501, S-104 30, Stockholm, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activism; College Students; Foreign Countries; Institutional Environment; *Institutional Mission; Political Attitudes; Postsecondary Education; Sensitivity Training; Social Action; *Student College Relationship; Student Development; Student Responsibility; *Teacher Student Relationship
IDENTIFIERS- Germany; Scandinavia; *Sweden

The consequences of the German model for the relation between university professors and students and between students and society are summarized. Two positions are outlined, using a novel by German author Michael Zeller to illustrate some of the problems of student ideologies in higher education. The novel illustrates a period in the history of European universities from Follen to Buchwald and some of the contradictions inherent in the theory and practice of this university project. Four points in the German model are stressed: (1) the university is a place for research (which affects professional training); (2) to do research is to seek truth, i.e. the university has an ethical task to perform; (3) characteristic of this search for truth is that it is never-ending; and (4) for the individual, the search for truth means the development of a deeper insight into his own self and into reality. The university must convey these insights to students, start the process, and teach them to create it out of themselves. Details on student associations formed around the turn of the century and their impact on society are provided. Features of importance in the development of the relations between students and the state are noted. The transformation of cultural radicals

ED 302 122   HE 022 013

Wolf, John B.
Campus Labor Law Issues Today.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Aug 88
NOTE- 10p.; Paper presented at the Annual Conference of the National Association of College and University Attorneys, (Kansas City, MO, June 26-29, 1988).
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, Box 322, New York, NY 10010 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; *Collective Bargaining; *Collegiality; Constitutional Law; Court Litigation; Educational Environment; *Faculty College Relationship; Higher Education; Teacher Rights; *Tenure

Academic freedom, collegiality, and tenure are addressed with focus on how collective bargaining affects them. This material is intended to give college and university attorneys a feel for the challenges and problems that collective bargaining has brought to academia. Three sections look at the following: (1) academic freedom (what it is, academic freedom and the United States Constitution, academic freedom and state constitutions, academic freedom privilege in state courts, who the freedom belongs to, and other contexts in which academic freedom issues may arise); (2) collegiality (obligation of the professoriate and institutional governance: traditional views and collective bargaining); and (3) tenure (job security and academic judgments). A sampling of related cases is provided. (SM)

ED 302 123 HE 022 014

The UMCP Academic Experience. Maryland Longitudinal Study Research Highlights. Research Report #10.

Maryland Univ., College Park. Div. of Student Affairs.

PUB DATE- 88
NOTE- 17p.
AVAILABLE FROM- Maryland Longitudinal Study, 2108 Mitchell Building, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Aptitude; Academic Standards; Black Students; College Bound Students; College Entrance Examinations; Comparative Analysis; *Educational Attainment; Grade Point Average; Higher Education; High School Graduates; Longitudinal Studies; *Outcomes of Education; State Universities; *Student Characteristics; Teacher Student Relationship
IDENTIFIERS- College Outcomes Assessment; *University of Maryland College Park

The Maryland Longitudinal Study (MLS) participants are categorized into one of two categories (preferred or regular admits) based on their academic experiences while at the University of Maryland College Park (UMCP). Preferred admits are students who earned both a high school grade point average (GPA) of "B" or higher and a combined Scholastic Aptitude Test (SAT) score of 1000 or higher. Regular admits are students who did not meet the criteria for preferred admission and who meet one of several other criteria (high school GPA of greater than "C," combined SAT score of greater than 870, high school GPA greater than or equal to "C" and a combined SAT score greater than or equal to 400, or high school GPA greater than or equal to "D" and a combined SAT score greater than or equal to 790). How students who demonstrate high scholastic aptitude and exceptional high school academic performance fare at UMCP is examined to see if aspects of their academic experience are measurably different from those of the average UMCP student. The academic experience is discussed for the representative group and the black group, focusing on the following topics: demographic foundations; educational expectations, transition from high school to college; faculty/student interaction; self-evaluations; university assessment; and graduation rates from UMCP. Findings indicate the following: a large proportion of students in academic jeopardy did not seek tutoring; a large proportion of preferred admits in their third year at UMCP were showing signs of disengagement with the academic experience; and regardless of aptitude and high school performance, there was a tendency toward unrealistic expectations in students of both groups whose educational goals at the time of their freshman year involved going on to professional school after earning the baccalaureate. Four data tables are included. (SM)

ED 302 124 HE 022 015

Comparing MLS Participants and Non-Participants. Maryland Longitudinal Study Research Highlights. Research Report #11.
Maryland Univ., College Park. Div. of Student Affairs.
PUB DATE- 88
NOTE- 9p.
AVAILABLE FROM- Maryland Longitudinal Study, The University of Maryland, 2108 Mitchell Building, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Access to Education; Admission Criteria; Black Students; *College Attendance; College Students; Comparative Analysis; *Enrollment Influences; Enrollment Trends; Graduation; Higher Education; Longitudinal Studies; Majors (Students); Probationary Period; Race; Research Methodology; Sex; State Universities
IDENTIFIERS- *University of Maryland College Park

The Maryland Longitudinal Study (MLS) participants and non-participants are compared on several pre-enrollment and University of Maryland College Park (UMCP) academic/enrollment history variables. The purpose is to assess how confidently generalizations can be made to the larger student body from the student studies as part of MLS. Two basic questions were addressed: (1) were there any significant differences between the MLS representative and black groups and their comparison groups on specified pre-enrollment characteristics (gender, race, Scholastic Aptitude Test scores, and entering academic division) and (2) were there significant differences between the MLS representative and black groups and their comparison groups on collegiate academic and enrollment variables (i.e. number of official changes in declared major, number of times placed on academic probation, and date of graduation from UMCP)? No significant differences were found between MLS black group participants and non-participants in regard to question 1 (though there was a decreased number of Asian students in the representative group). In reference to question 2, a significantly greater percentage of MLS representative group participants than non-participants had been placed on academic probation one or more times, and 48% of the MLS representative group had graduated from UMCP 5 years following their matriculation. The difference in graduation rates between the groups suggests that MLS participants present a slightly positively biased picture of their college experience than would be true of the entire college population. Tables are included. (SM)

ED 302 125 HE 022 016

Sheridan, Harriet W.
The Compleat Professor, Jr.
American Association for Higher Education, Washington, D.C.
PUB DATE- Dec 88
NOTE- 7p.
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Academic Rank (Professional); College Faculty; Education Courses; Faculty Development; Graduate Students; Higher Education; *Professors; Scholarship; *Teacher Education; Teacher Improvement; Tenured Faculty

The issues of teacher training and what it takes to be a "compleat professor" are addressed. Faculty members find themselves trapped in the value system of the profession, knowing that status is gained through scholarly productivity, wanting to gain satisfaction from teaching but unprepared for its demands and buffeted by the changes in the national political and social agenda. In the university, concerns about teaching are generally regarded as the second-best preoccupation of those who have not been successful in the world of scholarship. The compleat professor must be a productive scholar in a discipline and must have knowledge of different learning styles. If the old-style compleat professor is set in his ways, the compleat professor, jr. may still be educable. Very few universities offer course-length instruction in teaching issues, but programs at Stanford, Harvard, Cornell, Iowa State, University of Washington, Syracuse, University of Massachusetts and University of Chicago are noted. The Center for the Advancement of College Teaching at Brown University employs various means to prepare teaching assistants (TAs) for enriched careers as compleat professors. They include the following: graduate students should observe faculty from different disciplines who were chosen for their success as teachers and scholars; the compleat professor jr. should discuss with a range of faculty the forces shaping the content of each course of study; faculty with international scholarly reputations should illustrate the role that scholarship has played in their success; and undergraduates should talk with TAs about what they value in a teacher. (SM)

ED 302 126 HE 022 018

1988-89 Michigan Postsecondary Admissions & Financial Assistance Handbook, 1988-89.

Michigan State Board of Education, Lansing.; Michigan Student Financial Aid Association.

PUB DATE- 88
NOTE- 304p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Education; Administrators; *Admission Criteria; Career Planning; Certification; College Applicants; College Students; Enrollment Influences; Higher Education; *Institutional Characteristics; Majors (Students); Student Financial Aid
IDENTIFIERS- *Michigan

The 21st annual edition of this handbook is presented, covering information of initial concern to prospective postsecondary students. It provides essential information regarding contact personnel, campus characteristics, admission requirements, program offerings, and application procedures for each college in Michigan and the University in Michigan. Also included is a variety of information pertaining to the various private occupational schools that are licensed or approved to operate in Michigan. There is basic information regarding the various financial assistance opportunities available to prospective students. A listing of more than 7,000 instructional programs available in Michigan's postsecondary institutions is provided with notes on which programs might allow a student to quality for teacher certification in a major field. Eight sections discuss the following topics: education and career planning; Michigan public junior and community colleges; Michigan public four-year universities; Michigan independent two-year and four-year colleges and universities; vocational school programs licensed by Michigan Department of Education; occupational programs licensed by other state agencies; program cross-index (covers all schools listed in sections two through six); and financial aid. (SM)

ED 302 127 HE 022 019

Akis, Zehra Sevgin
Economic Education at Turkish Universities. World Education Monograph Series. Number Three.
Connecticut Univ., Storrs. Thut (I.N.) World Education Center.
REPORT NO.- ISBN-0-918158-909
PUB DATE- 88
NOTE- 18p.; Summary of presentation at World Education Colloquium Series (1987-1988), sponsored by the Thut World Education Center and the World Education Fellowship, Connecticut Chapter.
AVAILABLE FROM- Isaac N. Thut World Education Center, Box U-93, School of Education, The University of Connecticut, Storrs, CT 06268.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; Consumer Education; Developing Nations; Economic Development; *Economics Education; Educational Improvement; *Educational Quality; Higher Education
IDENTIFIERS- *Turkey

The progress of Turkish institutions of higher learning as such progress relates to economics or commercial education is described. The presentation is by a visiting Turkish scholar at the Thut World Education Center. The content of Turkish economic education is cited with some of its theoretical problems identified. Various methodological and technical issues that are encountered in practice are noted, and questions are raised about improvements in the quality of economic education in Turkey, even though the number of faculty members of economic studies has increased. It is noted that the progress of economics as a social science in Turkey has been historically delayed and is a dependent one. A general evaluation of the traditional theory of economics is given to help assess the content of Turkish economic education. Three main points to address when organizing programs of economic education in Turkey are: (1) the Turkish economy should be considered and analyzed with particular attention; (2) the Turkish economy and the entire science of economics must be analyzed from an historical perspective; and (3) abstract mathematical analysis should be utilized only in so far as it does not veil the actual economic problems of Turkey. Some of the factors limiting the quality of economic education in Turkey are the crowded classrooms, lack of well-written textbooks, insufficient research, and outdated instructional methods. (SM)

ED 302 128 HE 022 020

College-Bound Digest. Valuable Information from Prominent Educators for all College-Bound Students.

Educational Communications, Inc., Lake Forest, IL.; Who's Who among American High School Students, Northbrook, IL.

REPORT NO.- ISBN-0-930315-59-6

PUB DATE- 88

NOTE- 56p.; For previous edition, see ED 283 442.

AVAILABLE FROM- Educational Communications Scholarship Foundation, 721 N. McKinley Road, Lake Forest, IL 60045 (free).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)

DESCRIPTORS- Academic Aspiration; Access to Education; Achievement Tests; *Admissions Counseling; *College Bound Students; *College Choice; Decision Making; *Educational Counseling; Higher Education; High School Graduates; High School Students; Student Financial Aid

IDENTIFIERS- Scholastic Aptitude Test

This monograph about the college selection process is desigend to help students explore choices and options. It contains 20 articles, designed to complement the counselor's guidance efforts. These are: (1) "Getting the Most from Your High School Counselor," (James Warfield); (2) "The Use of the SAT at Selective Colleges," (Judith G. Bainbridge); (3) "Tips on Taking the SAT," (Ernest W. Beals); (4) "Can You Prepare for the SAT?" (Stanley H. Kaplan); (5) Searching for Student Financial Aids," (S. Norman Feingold and Marie Feingold); (6) "Tough Questions To Ask any Admissions Officer," (Robert G. McLendon); (7) "Common Mistakes Students Make in Selecting a College," (William B. Stephens, Jr.); (8) "The Advantages and Pitfalls of Advanced Placement and Credit by Examination for the Freshman Year of College," (Carl D. Lockman); (9) "The Academic and Social Benefits of Large American Universities," (James C. Blackburn); (10) "The Academic and Social Advantages of a Private Church-Related College or University," (A. Mitchell Faulkner); (11) "Advantages of Attending a State University," (Stanley J. Koplik); (12) "The Liberal Arts Advantage," (Julia McNamara); (13) "Opportunities at Independent Research Universities," (F. Gregory Campbell); (14) "Choosing the Right College Major," (James E. Moore); (15) "A Yearn to Earn," (Lawrence B. Durham); (16) The Two-Year Experience," (Jacob C. Martinson, Jr.); (17) "Preparing for a Career in the Arts," (William Banchs); (18) "The Value of a Liberal Arts Education," (David Maxwell); (19) "Guide to Guides for High-School Students," (reprinted with permission from the "Chronicle of Higher Education"); and (20) "Learning a New Role," (Paul Krouse and Anne Krouse). (SM)

ED 302 129 HE 022 034

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Agribusiness and Agricultural Production for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 18p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 035-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Agribusiness; *Agricultural Production; *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 558 faculty in the field of agribusiness and agricultural production are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 38 public colleges and 11 private colleges reported on agriculture and agribusiness faculty salaries, while 38 public and 9 private colleges reported in 1987. In 1987-88, average faculty salaries in this field were approximately 6% and 17% below the overall average faculty salaries of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was 10% lower than in the public colleges in 1984-85. In 1987-88, the overall salary factor in the private colleges was 11% less than in the public colleges, .83 vs. .94, respectively. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 130 HE 022 035

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Anthropology for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Anthropology; *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 244 faculty in the field of anthropology are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 72 public colleges and 49 private colleges reported on anthropology faculty salaries, while 73 public and 50 private colleges reported in 1987. In 1987-88, average faculty salaries in this field were approximately 3% and 2% above the overall average faculty salaries of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was 1% more than in the public colleges in 1984-85. In 1987-88, the overall salary factor in the private colleges was 1% lower than in the public colleges, 1.02 vs. 1.03, respectively. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 131 HE 022 036

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Area and Ethnic Studies for the Years 1984-85 and 1987-88.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 18p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Area Studies; *College Faculty; College Programs; Comparative Analysis; Departments; *Ethnic Studies; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 459 faculty in the field of area and ethnic studies are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 25 public colleges and 18 private colleges reported on area and ethnic studies faculty salaries, while 24 public and 21 private colleges reported in 1987. In 1987-88, average faculty salaries in this field were approximately 3% and 14% above the overall average faculty salaries of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was almost 15% more than in the public colleges in 1984-85. In 1987-88, the overall salary factor in the private colleges was 11% more than in the public colleges, 1.14 vs. 1.03, respectively. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons

with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 132   HE 022 037

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Audiology and Speech Pathology for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 18p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Audiology; *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Speech Pathology; *Teacher Salaries; Trend Analysis

Average salary increases for 984 faculty in the field of audiology and speech pathology are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 65 public colleges and 20 private colleges reported on audiology and speech pathology faculty salaries, while 67 public and 19 private colleges reported in 1987. In 1987-88, average faculty salaries in this field were approximately 3% and 5% below the overall average faculty salaries of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the public colleges was over 4% more than in the private colleges in 1984-85. In 1987-88, the overall salary average in the private colleges was almost equal to that of the public colleges, $33,564 vs. $33,537, respectively. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 133 HE 022 038

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Business Administration and Management for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 18p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Business Administration Education; *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 6,430 faculty in the field of business administration and management are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 151 public colleges and 145 private colleges reported on business administration and management faculty salaries, while 148 public and 145 private colleges reported in 1987. In 1987-88, average faculty salaries in this field were approximately 9% and 10% above the overall average faculty salaries of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was greater than in the public colleges in 1984-85. In 1987-88, the overall salary average in the private colleges was $1,190 above that of the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 134 HE 022 039

Howe, Richard D.; Urquhart, Maryon

Salary Trend Study of Faculty in Business and Management for the Years 1984-85 and 1987-88.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- Dec 88

NOTE- 18p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); *Business Administration Education; *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Producer Services; Public Colleges; Retailing; *Teacher Salaries; Trend Analysis

Average salary increases for 5,432 faculty in the field of business and management are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 87 public colleges and 108 private colleges reported on business and management faculty salaries, while 100 public and 110 private colleges reported in 1987. In 1987-88, average faculty salaries in this field were approximately 9% and 17% above the overall average faculty salaries of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was greater than in the public colleges in 1984-85. In 1987-88, the overall salary average in real dollars in the private colleges was 9.4% higher than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 135 HE 022 040

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Business Economics for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Economics Education; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 3,083 faculty in the field of business economics are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 107 public colleges and 134 private colleges reported on business economics faculty salaries, while 120 public and 142 private colleges reported in 1987. In 1987-88, average faculty salaries in this field were approximately 8% and 4% above the overall average faculty salaries of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the public colleges was greater than in the private colleges in 1984-85. In 1987-88, the overall salary factor in the public colleges was 8% higher than the overall average in comparison to that of the private colleges, 1.08 vs. 1.04, respectively. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 136 HE 022 041

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Chemistry for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Chemistry; *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 5,151 faculty in the field of chemistry are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 185 public colleges and 229 private colleges reported on chemistry faculty salaries, while 185 public and 232 private colleges reported in 1987. In 1987-88, average faculty salaries in this field were approximately 7% and 6% above the overall average faculty salaries of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was $336 less than in the public colleges in 1984-85. In 1987-88, the overall salary average in the private colleges was $375 higher than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 137   HE 022 042

Howe, Richard D.; Reighard, Patton
Salary Trend Study of Faculty in Communications for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
AVAILABLE FROM- Appalachian State University, Boone, NC 28608
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; *Communications; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Mass Media; Private Colleges; Public Colleges; *Teacher Salaries; Telecommunications; Trend Analysis

Average salary increases for 3,570 faculty in the field of communications are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 136 public colleges and 120 private colleges reported on communications faculty salaries, while 150 public and 126 private colleges reported in 1987. In 1987-88, average faculty salaries in this field were approximately 10% and 13% below the overall average faculty salaries of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was 2% less than in the public colleges in 1984-85. In 1987-88, the overall salary factor in the private colleges was still the same (2% less) in comparison to public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 138   HE 022 043

Howe, Richard D.; Reighard, Patton

Salary Trend Study of Faculty in Communication Technologies for the Years 1984-85 and 1987-88.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- Dec 88

NOTE- 18p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; *Telecommunications; Trend Analysis

Average salary increases for 361 faculty in the field of communication technologies are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 16 public colleges and 21 private colleges reported on communication technologies faculty salaries, while 16 public and 19 private colleges reported in 1987. In 1987-88, average faculty salaries in this field were approximately 10% and 11% below the overall average faculty salaries of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was 7% less than in the public colleges in 1984-85. In 1987-88, the overall salary average in the private colleges was 1% higher in comparison to public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 139 HE 022 044

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Computer and Information Science for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 18p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; *Computer Science; Departments; *Full Time Faculty; Higher Education; *Information Science; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 4,062 faculty in the field of computer and information science are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 140 public colleges and 165 private colleges reported on computer and information science faculty salaries, while 170 public and 177 private colleges reported in 1987. In 1987-88, average faculty salaries in this field were approximately 6% and 5% above the overall average faculty salaries of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was 2% less than in the public colleges in 1984-85. In 1987-88, the overall salary average in the private colleges was 1.2% higher than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 140 HE 022 045

Howe, Richard D.; Urquhart, Maryon

Salary Trend Study of Faculty in Curriculum and Instruction for the Years 1984-85 and 1987-88.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- Dec 88

NOTE- 18p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; *Curriculum Development; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Education; Teacher Educators; *Teacher Salaries; *Teaching Methods; Trend Analysis

Average salary increases for 1,231 faculty in the field of curriculum and instruction are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 44 public colleges and 15 private colleges reported on curriculum and instruction faculty salaries, while 43 public and 12 private colleges reported in 1987. In 1987-88, average faculty salaries in this field were equal to the overall average faculty salaries of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was 9% higher than in the public colleges in 1984-85. In 1987-88, the overall salary factor in the private colleges was almost 1% higher than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 141 HE 022 046

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Dramatic Arts for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Dramatics; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; *Theater Arts; Trend Analysis

Average salary increases for 2,054 faculty in the field of dramatic arts are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 110 public colleges and 119 private colleges reported on dramatic arts faculty salaries, while 114 public and 124 private colleges reported in 1987. In 1987-88, average faculty salaries in this field were approximately 8% and 15% below the overall average faculty salaries of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was 4.9% lower than in the public colleges in 1984-85. In 1987-88, the overall salary average in the private colleges was 6.4% less than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 142 HE 022 047

Howe, Richard D.; Urquhart, Maryon

Salary Trend Study of Faculty in Education Administration for the Years 1984-85 and 1987-88.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- Dec 88

NOTE- 18p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Educational Administration; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 979 faculty in the field of education administration are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 65 public colleges and 14 private colleges reported on education administration faculty salaries, while 69 public and 15 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 10% and 3% higher than the overall average faculty salary factor of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was considerably lower than in the public colleges in 1984-85. In 1987-88, the overall salary average in the private colleges was 4.7% less than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 143 HE 022 048

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Education for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 18p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Schools of Education; *Teacher Education; *Teacher Educators; *Teacher Salaries; Trend Analysis

Average salary increases for 6,899 faculty in the field of education are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 122 public colleges and 152 private colleges reported on education faculty salaries, while 116 public and 146 private colleges reported in 1987. In 1987-88, the average faculty salary in this field was equal to and 3% lower in the public and private colleges, respectively, than the overall average faculty salary of the other 44 disciplines/major fields for both public and private colleges. The average salary for the field in the private colleges was lower than in the public colleges in 1984-85. In 1987-88, the overall salary average in the private colleges was 7% less than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 144 HE 022 049

Howe, Richard D.; Urquhart, Maryon

Salary Trend Study of Faculty in Engineering for the Years 1984-85 and 1987-88.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- Dec 88

NOTE- 16p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Engineering Education; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 7,289 faculty in the field of engineering are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 66 public colleges and 47 private colleges reported on engineering faculty salaries, while 62 public and 50 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 18% and 37% above the overall average faculty salary factor of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was 21% higher than in the public colleges in 1984-85. In 1987-88, the overall salary average in the private colleges was 19% higher than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years, comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 145 HE 022 050

Howe, Richard D.; Urquhart, Maryon

Salary Trend Study of Faculty in Fine Arts for the Years 1984-85 and 1987-88.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- Dec 88

NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Fine Arts; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 4,274 faculty in the field of fine arts are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 146 public colleges and 160 private colleges reported on fine arts faculty salaries, while 146 public and 165 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 5% and 11% below the overall average faculty salary factor of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was 7.5% less than in the public colleges in 1984-85. In 1987-88, the overall salary average in the private colleges was 5.3% lower than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 146 HE 022 051

Howe, Richard D.; Urquhart, Maryon

Salary Trend Study of Faculty in Foreign Languages for the Years 1984-85 and 1987-88.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- Dec 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Language Teachers; Private Colleges; Public Colleges; *Second Language Instruction; *Teacher Salaries; Trend Analysis

Average salary increases for 5,644 faculty in the field of foreign languages are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 181 public colleges and 202 private colleges reported on foreign languages faculty salaries, while 183 public and 205 private colleges reported in 1987. In 1987-88, the faculty salary factors in this field were approximately 3% and 10% below the overall average faculty salary factor of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was 6% less than in the public colleges in 1984-85. In 1987-88, the overall salary average in the private colleges was 5% lower than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 147 HE 022 052

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Geography for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; *Geography; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 1,289 faculty in the field of geography are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 107 public colleges and 22 private colleges reported on geography faculty salaries, while 108 public and 20 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 3% and 4% above the overall average faculty salary factor of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the public colleges was 1% higher than in the private colleges in 1984-85. In 1987-88, the overall salary average in the private colleges was 2.7% higher than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 148   HE 022 053

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Geological Sciences for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; College Science; Comparative Analysis; Departments; *Full Time Faculty; *Geology; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Science Teachers; *Teacher Salaries; Trend Analysis

Average salary increases for 1,616 faculty in the field of geological sciences are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 113 public colleges and 48 private colleges reported on geological sciences faculty salaries, while 112 public and 42 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 5% and 20% above the overall average faculty salary factor of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was 18% higher than in the public colleges in 1984-85. In 1987-88, the overall salary factor in the private colleges was 16% higher than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 149 HE 022 054

Howe, Richard D.; Antone, George
Salary Trend Study of Faculty in History for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; *History Instruction; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 6,102 faculty in the field of history are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 184 public colleges and 224 private colleges reported on history faculty salaries, while 191 public and 231 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 7% above the overall average faculty salary factor of the other 44 disciplines/major fields in the public colleges, and 2% below in the private colleges. The average salary for the field in the private colleges was 5.3% lower than in the public colleges in 1984-85. In 1987-88, the overall salary factor in the private colleges was 6.7% lower than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 150 HE 022 055

Howe, Richard D.; Urguhart, Maryon
Salary Trend Study of Faculty in Home Economics for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; *Home Economics Education; *Home Economics Teachers; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 1,781 faculty in the field of home economics are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 83 public colleges and 45 private colleges reported on home economics faculty salaries, while 76 public and 39 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 11% and 25% below the overall average faculty salary factor of the other 44 disciplines/major fields in both the public and the private colleges, respectively. The average salary for the field in the private colleges was 15.6% lower than in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was 16.6% lower than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 151 HE 022 056

Howe, Richard D.; Linneman, William
Salary Trend Study of Faculty in Letters for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *English Instruction; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Literature; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 11,865 faculty in the field of letters are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 169 public colleges and 199 private colleges reported on letters faculty salaries, while 210 public and 249 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 7% and 9% below the overall average faculty salary factor of the other 44 disciplines/major fields in both the public and the private colleges, respectively. The average salary for the field in the private colleges was approximately the same as in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was less than .5% compared to the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 152 HE 022 057

Howe, Richard D.; Antone, Allen
Salary Trend Study of Faculty in Library and Archival Sciences for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 18p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Library Science; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 808 faculty in the field of library and archival sciences are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 44 public colleges and 31 private colleges reported on library and archival sciences faculty salaries, while 41 public and 29 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 12% and 22% below disciplines/major fields in 6 of the public and disciplines/major fields in both the public and the private colleges, respectively. The average salary for the field in the private colleges was 4.6% lower than in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was 9.8% lower than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 153 HE 022 058

Howe, Richard D.; Jones, Roy
Salary Trend Study of Faculty in Life Sciences for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Biological Sciences; *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 7,200 faculty in the field of life sciences are reported for 1984-85 and 1987-88, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 192 public colleges and 216 private colleges reported on life sciences faculty salaries, while 191 public and 221 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 3% above the overall average faculty salary factor of the other 44 disciplines/major fields in both the public and the private colleges. The average salary for the field in the public colleges was 2% higher than in the private colleges in 1984-85. In 1987-88, the average salary in the private colleges was approximately the same as in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 154 HE 022 059

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Mathematics for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; *College Mathematics; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Mathematics Instruction; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 9,473 faculty in the field of mathematics are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 205 public colleges and 245 private colleges reported on mathematics faculty salaries, while 208 public and 242 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 2% below the overall average faculty salary factor of the other 44 disciplines/major fields in the public colleges and 1% above in the private colleges. The average salary for the field in the private colleges was 5.3% higher than in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was 4.8% above the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 155 HE 022 060

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Multi-interdisciplinary Studies for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 18p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Interdisciplinary Approach; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Multidisciplinary Studies

Average salary increases for 783 faculty in the field of multi-interdisciplinary studies are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 31 public colleges and 21 private colleges reported on multi-interdisciplinary studies faculty salaries, while 32 public and 27 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 1% above the overall average faculty salary factor of the other 44 disciplines/major fields in the public colleges and 4% below in the private colleges. The average salary for the field in the public colleges was 5.4% higher than in the private colleges in 1984-85. In 1987-88, the average salary in the private colleges was 3% lower than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 156 HE 022 061

Howe, Richard D.; Parker, R. Clinton

Salary Trend Study of Faculty in Music for the Years 1984-85 and 1987-88.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- Dec 88

NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Music Education; *Music Teachers; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 6,622 faculty in the field of music are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 169 public colleges and 185 private colleges reported on music faculty salaries, while 174 public and 186 private colleges reported in 1987. In 1987-88, the faculty salary factors in this field were approximately 7% and 14% below the overall average faculty salary factor of the other 44 disciplines/major fields in both the public and the private colleges, respectively. The average salary for the field in the private colleges was 6.7% lower than in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was 7% lower than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 157 HE 022 062

Howe, Richard D.; Reighard, Fredel T.

Salary Trend Study of Faculty in Nursing for the Years 1984-85 and 1987-88.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- Dec 88

NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Nursing Education; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 6,352 faculty in the field of nursing are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 143 public colleges and 96 private colleges reported on nursing faculty salaries, while 142 public and 97 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 16% and 25% below the overall average faculty salary factor of the other 44 disciplines/major fields in both the public and the private colleges, respectively. The average salary for the field in the private colleges was 8% lower than in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was 10% lower than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 158 HE 022 063

Howe, Richard D.; Urquhart, Maryon

Salary Trend Study of Faculty in Philosophy and Religion for the Years 1984-85 and 1987-88.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- Dec 88

NOTE- 18p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Philosophy; Private Colleges; Public Colleges; Religion; *Teacher Salaries; *Theological Education; Trend Analysis

Average salary increases for 4,056 faculty in the field of philosophy and religion are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 135 public colleges and 223 private colleges reported on philosophy and religion faculty salaries, while 139 public and 222 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 2% above the overall average faculty salary factor of the other 44 disciplines/major fields in the public colleges and 6% below in the private colleges. The average salary for the field in the private colleges was 6.5% lower than in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was 7% lower than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 159 HE 022 064

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Physical Education for the Years 1984-85 and 1987-88.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Physical Education; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 6,130 faculty in the field of physical education are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 185 public colleges and 159 private colleges reported on physical education faculty salaries, while 184 public and 149 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 7% and 18% below the overall average faculty salary factor of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was 11% lower than in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was 10% lower than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Physical Sciences for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 88

NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Physical Sciences; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 1,326 faculty in the field of physical sciences are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 55 public colleges and 36 private colleges reported on physical sciences faculty salaries, while 59 public and 33 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 2% and 8% above the faculty salary factor of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was 10% higher than in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was 8% higher than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 161 HE 022 066

Howe, Richard D.; Urquhart, Maryon

Salary Trend Study of Faculty in Physics for the Years 1984-85 and 1987-88.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- 88

NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; *Physics; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 3,781 faculty in the field of physics are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 157 public colleges and 165 private colleges reported on physics faculty salaries, while 163 public and 169 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 10% and 18% above the overall average faculty salary of the other 44 disciplines/major fields for both public and private colleges, respectively. The average salary for the field in the private colleges was 11% higher than in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was 10% higher than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 162 HE 022 067

Howe, Richard D.; Jones, Roy
Salary Trend Study of Faculty in Political Science and Government for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; *Government (Administrative Body); Higher Education; Intellectual Disciplines; *Political Science; Private Colleges; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 3,841 faculty in the field of political science and government are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 169 public colleges and 170 private colleges reported on political science and government faculty salaries, while 173 public and 180 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 1% above the overall average faculty salary of the other 44 disciplines/major fields in the public colleges and equal in the private colleges. The average salary for the field in the private colleges was 2% lower than in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was 0.6% higher than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 163 HE 022 068

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Psychology for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; *Psychology; Public Colleges; *Teacher Salaries; Trend Analysis

Average salary increases for 6,881 faculty in the field of psychology are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 199 public colleges and 226 private colleges reported on psychology faculty salaries, while 199 public and 232 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 3% above the overall average faculty salary of the other 44 disciplines/major fields in the public colleges and 3% below in the private colleges. The average salary for the field in the private colleges was 4.8% lower than in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was 3.7% lower than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 164 HE 022 069

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Reading Education for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Reading Instruction; *Teacher Salaries; Trend Analysis

Average salary increases for 311 faculty in the field of reading education are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 42 public colleges and 15 private colleges reported on reading education faculty salaries, while 35 public and 11 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 3% and 26% lower, in the public and private institutions, respectively, than the overall average faculty salary of the other 44 disciplines/major fields. The average salary for the field in the public colleges was 27.5% higher than in the private colleges in 1984-85. In 1987-88, the average salary in the public colleges was 28% higher than in the private colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

Howe, Richard D.; Urquhart, Maryon
Salary Trend Study of Faculty in Social Sciences for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Social Sciences; *Teacher Salaries; Trend Analysis

Average salary increases for 2,873 faculty in the field of social sciences are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 73 public colleges and 79 private colleges reported on social sciences faculty salaries, while 72 public and 80 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately the same in the public colleges, and 3% higher in the private colleges, as compared to the overall average faculty salary of the other 44 disciplines/major fields. The average salary for the field in the private colleges was 3.8% higher than in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was 9.9% higher than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 166 HE 022 071

Howe, Richard D.; Sawyer, M. Faye

Salary Trend Study of Faculty in Sociology for the Years 1984-85 and 1987-88.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Sociology; *Teacher Salaries; Trend Analysis

Average salary increases for 4,085 faculty in the field of sociology are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 166 public colleges and 194 private colleges reported on sociology faculty salaries, while 169 public and 191 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately equal to in the public colleges, and 8% below in the private colleges, the overall average faculty salary of the other 44 disciplines/major fields. The average salary for the field in the private colleges was 5.7% lower than in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was 7.5% lower than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 167 HE 022 072

Howe, Richard D.; Jones, Judith
Salary Trend Study of Faculty in Special Education (General) for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 88
NOTE- 17p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Special Education; *Teacher Salaries; Trend Analysis

Average salary increases for 1,506 faculty in the field of special education are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 95 public colleges and 34 private colleges reported on special education faculty salaries, while 86 public and 38 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately equal to, in the public colleges, and 11% below, in the private colleges, the overall average faculty salary of the other 44 disciplines/major fields. The average salary for the field in the private colleges was 6.2% lower than in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was 10% lower than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 168 HE 022 073

Howe, Richard D.; Urquhart, Maryon

Salary Trend Study of Faculty in Student Counseling and Personnel Services for the Years 1984-85 and 1987-88.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- 88
NOTE- 18p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Counseling Services; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *School Counseling; *Student Personnel Services; *Teacher Salaries; Trend Analysis

Average salary increases for 877 faculty in the field of student counseling and personnel services are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 62 public colleges and 17 private colleges reported on student counseling and personnel services faculty salaries, while 67 public and 16 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 4% above, in the public colleges, and 6% below, in the private colleges, the overall average faculty salary of the other 44 disciplines/major fields. The average salary for the field in the private colleges was 7.3% lower than in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was 8.2% lower than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 169 HE 022 074

Howe, Richard D.; Jones, Roy
Salary Trend Study of Faculty in Teacher Education, General Programs for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 88
NOTE- 18p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Schools of Education; *Teacher Education; *Teacher Salaries; Trend Analysis

Average salary increases for 2,841 faculty in the field of teacher education, general programs, are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 80 public colleges and 75 private colleges reported on teacher education, general programs faculty salaries, while 88 public and 81 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 1% below, in the public colleges, and 17% below, in the private colleges, the overall average faculty salary of the other 44 disciplines/major fields. The average salary for the field in the private colleges was 15% lower than in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was 17.6% lower than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 170 HE 022 075

Howe, Richard D.; Urquhart, Maryon

Salary Trend Study of Faculty in Visual and Performing Arts for the Years 1984-85 and 1987-88.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- 88

NOTE- 18p.; For related documents, see ED 275 231-269, ED 287 361-402, and HE 022 034-075.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Programs; Comparative Analysis; Departments; *Full Time Faculty; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; *Theater Arts; Trend Analysis; *Visual Arts

Average salary increases for 2,362 faculty in the field of visual and performing arts are reported for 1984-1985 and 1987-1988, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 160,596 faculty at 216 public colleges and 266 private colleges, representing 45 academic disciplines. In 1984, 62 public colleges and 57 private colleges reported on visual and performing arts faculty salaries, while 58 public and 62 private colleges reported in 1987. In 1987-88, the faculty salary factor in this field was approximately 9% below, in the public colleges, and 12% below, in the private colleges, the overall average faculty salary of the other 44 disciplines/major fields. The average salary for the field in the private colleges was almost 1% higher than in the public colleges in 1984-85. In 1987-88, the average salary in the private colleges was .5% lower than in the public colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 44 other disciplines. The disciplines and participating institutions are listed. (KM)

ED 302 171 HE 022 123

Congressional Methodology: How It Affects Federal Student Financial Aid Eligibility. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. 100th Congress, Second Session. Hearing held in Teaneck, New Jersey.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 20 Jun 88

NOTE- 99p.; Some pages will not reproduce well due to small print. Serial No. 100-84.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Eligibility; Federal Aid; *Federal Programs; *Government Role; *Grants; Hearings; Higher Education; Need Analysis (Student Financial Aid); Postsecondary Education; *Student Financial Aid; *Student Loan Programs

IDENTIFIERS- Guaranteed Student Loan Program; Parent Loans for Undergraduate Students Program; Pell Grant Program; Perkins Loan Program; Supplemental Educational Opportunity Grants

A transcript is provided of the subcommittee hearing on the effect of Congressional Methodology (the system established to determine eligibility for federal student aid) on federal student financial aid eligibility. The statements of the following persons are provided: Francine Andrea, New Jersey Association of Student Financial Aid Administrators; Lorraine Andrews, parent; Michael J. Bennett, Brookdale Community College; Edward J. Bloustein, Rutgers; John Brugel, New Jersey Department of Higher Education; Theresa Chereshowsky, student; Robert Donaldson, New Jersey Association of Independent Colleges and Universities; Vera King Farris, Richard Stockton State College; Michael S. Katz, University of Medicine and Dentistry of New Jersey; Martin A. Dallas, Jr., National Association of Student Financial Aid Administrators; and Eric Noehrenberg, recent graduate. Prepared statements, letters, and supplemental materials are also provided. (KM)

ED 302 172 HE 022 124

Williams, Gwen B.
Collective Bargaining in Four Year Colleges: A Contract Analysis.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Sep 88
NOTE- 10p.

AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Ave., Box 322, New York, NY 10010 (annual subscription, $25.00; single copy, $5.00; free to Center members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Academic Freedom; Academic Standards; *Collective Bargaining; *College Faculty; Comparative Analysis; *Contracts; Contract Salaries; Faculty Promotion; *Faculty Workload; Grievance Procedures; Higher Education; Personnel Policy; Sabbatical Leaves; Teacher Rights; *Teaching Conditions; Tenure; Unions

The contracts at four-year colleges with a 10-year history of collective bargaining from 1975 to 1985 were analyzed to determine whether the contracts negotiated in 1975 differed from those negotiated in 1985 in the following areas: appointment, promotion, tenure, termination for cause, retrenchment, class size, number of preparations, schedule of courses, course load, teaching overload and summer school, advising, office hours, registration duties, outside remunerated employment, curriculum, grade alterations, textbook selection, and academic freedom. There are 55 four-year colleges that had negotiated contracts both in 1975 and 1985, of which 70 contracts at 35 four-year colleges were available for analysis. Results are grouped into four areas and include the following: (1) employment decisions (appointment, tenure, termination and retrenchment)--45.7% of the 1985 contracts granted faculties a multiple review, appeal process, and/or grievance procedure, a 22.8% increase over the 1975 contracts; (2) teaching load--an increased number of faculties gained rights by 1985 in class size, course scheduling, teaching overload, and summer school classes; (3) non-teaching responsibilities--gains were made in 1985 in limiting the number and distribution of days for office hours; and (4) academic functions (curriculum, grade alterations, textbook selection, and academic freedom)--few were included in 1975 contracts, but increases in frequency and coding level were found in 1985 contracts. Specific recommendations for future research are made, including the need for data of private vs. public colleges and single-campus vs. multi-campus systems. Data are presented in 6 tables. Contains 13 references. (KM)

ED 302 173 HE 022 125

Rosenzweig, Robert M.
Graduate Education and Its Patrons.
Council of Graduate Schools in the U.S., Washington, D.C.
PUB DATE- Dec 88
NOTE- 19p.; Keynote address presented at the Annual Meeting of the Council of Graduate Schools (28th, Colorado Springs, CO, November 30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Finance; *Federal Aid; *Financial Support; Fund Raising; *Government Role; *Graduate Study; Higher Education; Private Colleges; *Private Financial Support; Public Colleges; Research and Development; *Research Universities

All institutions of higher education receive support from different combinations of patrons holding different expectations about the rewards of their patronage. In fact, much of what goes on in colleges and universities is the result of accommodation of the interests of governmental, industrial, and philanthropic patrons mediated through the professional filters of faculties and administrations. Moreover, patterns of patronage have changed over time, from the early influence of organized religion to the more recent enlarged role of the national government. The continued patronage of the private sector is virtually unique in American higher education. Private sector patronage in this century has been fueled by income tax laws and the financial advantages of charitable deductions. The motives and methods of private-sector patrons continue to be issues of concern. The federal government has become, and will remain, the dominant patron for research universities. However, the federal government is not, in any meaningful sense, a partner with universities, despite the rhetoric of government-university relations. As social needs change, the priorities of a democratic government change, sharply limiting the ability of that government to make continuing commitments. In addition, for the past 20 years, federal patronage has been of the "purchase order" variety, with virtually no investment in the physical infrastructure of research and uneven investments in replenishing the human resource base. Government patronage can transform scientific decisions into economic and then political decisions. The recent trend toward congressional earmarking of funds for scientific facilities and research undermines the system of competition and merit review. (KM)

ED 302 174 HE 022 313

Howe, Richard D.; Jones, James F
Salary-Trend Study of Faculty in Accounting for the Years 1984-85 and 1987-88.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Dec 88
NOTE- 17p.; For related documents, see HE 022 034-075.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Accounting; College Faculty; Comparative Analysis; Education Work Relationship; *Faculty Promotion; Higher Education; Intellectual Disciplines; National Surveys; Private Colleges; Public Colleges; *Teacher Salaries

A summary of the overall average salary increases in the field of accounting from the baseline year 1984-85 to the trend year 1987-88 for both public and private institutions is noted. These data are compared with 44 other academic disciplines/major fields. Since 1982-83, the College and University Personnel Association (CUPA) in Washington, D.C. with Appalachian State University in Boone, North Carolina has conducted annual national faculty salary studies by discipline and rank through 1987-88. Salary data were collected and tabulated for full-time teaching faculty in 45 academic disciplines including accounting. Besides listing average salaries in accounting for both public and private institutions by rank and listing faculty mix percentage and salary factor, comparisons are made between the two studies for each of the 2 study years and with the Consumer Price Index CPI) of changes in cost of living. Study results include: the average faculty salary in accounting is now 12% and 8% above the overall average faculty salary of the other 44 fields for public and private studies respectively; the October 1987 CPI compared to the October 1984 CPI indicates accounting faculty in public and private institutions received salary increases for three years above the cost of living; and there is a good percentage increase of new assistant professors being hired in public institutions but a decline in private ones. Appended are an overall list of selected disciplines, a listing of public participating institutions, and a list of private participating institutions. (SM)

ED 302 175 IR 013 532

Ambron, Sueann, Ed.
Long Range Technology Planning.
Apple Computer, Inc., Cupertino, CA.
PUB DATE- 86
NOTE- 172p.; For individual articles in this theme issue, see ED 259 707, ED 284 538, and IR 013 535-537.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Computer Software; County Programs; *Curriculum Development; Educational Technology; Elementary Secondary Education; *Long Range Planning; *Microcomputers; School Districts; *Staff Development; State Programs
IDENTIFIERS- *Software Development; *Software Selection

This summary of a meeting of the Apple Education Advisory Council, on long range technology plans at the state, county, district, and school levels, includes highlights from group discussions on future planning, staff development, and curriculum. Three long range technology plans at the state level are provided: Long Range Educational Technology Plan for California Schools; Learning Technologies and Telecommunications in New York State; and The Use of a Computer To Help Teach the School Curriculum (Minnesota). A county level plan from the Sonoma County Office of Education and a school level plan from the Cincinnati (Ohio) Country Day School are also provided, as well as district level plans from the Palo Alto (California) Unified School District, the Los Angeles (California) Unified School District, and the Keene (New Hampshire) School District. The texts are supplemented by various charts, diagrams, and illustrations, and some references and other resources are listed by individual plans. (EW)

Valdez, Gilbert
Compilation of Considerations Regarding the Use of a Computer To Help Teach the School Curriculum. State Level Plans.
Minnesota Association for Supervision and Curriculum Development.; Minnesota Association of School Administrators, St. Paul.; Minnesota State Dept. of Education, St. Paul.
PUB DATE- 86
NOTE- 69p.; For the complete journal volume, see IR 013 532.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Computers; Computer Software; *Curriculum Development; *Decision Making; *Educational Objectives; Elementary Secondary Education; Staff Development; *Systems Approach
IDENTIFIERS- *Minnesota; *Software Development; Software Selection

This report provides a systematic consideration of the use of computers in the schools, including definitions of curriculum, selecting hardware and software, developing materials, and implementing the materials chosen. It is designed for use by school teachers, administrators, and/or school board members who are making decisions about future school district use of computers. A structure for decision making on school district computer implementation is provided, and it is suggested that decision making groups progress step-by-step through the document. The text is supplemented by illustrations and checklists, and a 57-item bibliography of periodicals, newspapers, books and articles. Also provided are lists of microcomputer software evaluation organizations, professional organizations, and sources of assistance. (EW)

ED 302 177   IR 013 536

Malone, Greg

Sonoma County Office of Education Computer Education Plan. County Level Plans.

Sonoma County Superintendent of Schools, Santa Rosa, Calif.
PUB DATE- 86
NOTE- 13p.; For the complete journal volume, see IR 013 532.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Computer Literacy; *Computer Software; *County Programs; *Educational Planning; *Educational Technology; Elementary Secondary Education; *Long Range Planning; Needs Assessment
IDENTIFIERS- *Sonoma County Schools CA

This plan describes the educational computing and computer literacy program to be implemented by the schools in Sonoma County, California. Topics covered include the roles, responsibilities, and procedures of the county-wide computer committee; the goals of computer education in the county schools; the results of a needs assessment study; a 3-year plan for 1984-1987; program evaluation procedures; and the County Office of Education's computer software copyright policy. (EW)

ED 302 178 IR 013 537

District Level Plans: Computer Science Education, Palo Alto Unified School District; Computer Education Foundation Program, Los Angeles Unified School District, Office of Instruction; Microcomputers in the Public Schools, A Management Plan, Keene, New Hampshire, School District; and School Level Plans: Technology Plan, Cincinnati Country Day School, Cincinnati, Ohio.

Cincinnati Country Day School, OH.; Keene Union School District, N.H.; Los Angeles Unified School District, Calif.; Palo Alto Unified School District, Calif.

PUB DATE- 86
NOTE- 45p.; For the complete journal volume, see IR 013 532.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Computer Literacy; *Computer Science Education; *Educational Planning; Elementary Secondary Education; Independent Study; Private Schools; *Program Development; *School Districts; *Skill Development
IDENTIFIERS- California (Los Angeles); California (Palo Alto); New Hampshire (Keene); Ohio (Cincinnati); Software Selection

The first report details the computer education plans of the school district in Palo Alto (California), where the use of the computer is part of normal school activities in grades K-6, all seventh grade students participate in a computer awareness unit, and students in grades 9-12 are encouraged to enroll for one quarter in a computer studies course. Elective courses are also offered for middle school and high school students. The second report describes the program in Los Angeles (California), where fifth grade students are introduced to computers through the use of the Logo programming language and word processing. Introductory courses are provided for both junior high/intermediate students and high school students as well as advanced level courses. A management plan for introducing computers into public schools is presented in the third report, which is based on a review of the literature and experience in implementing a computer program in the Keene (New Hampshire) district schools. This report also discusses six basic components of the implementation process. THe fourth report presents a tentative 8- to 10-year computer technology plan for the Cincinnati Country Day School in a chart which shows both past and future computer use in the school under the headings of hardware, software, staff development, curriculum, computer science, math, science, history/English, language, and music/art/dance. (EW)

Ambron, Sueann, Ed.; Hooper, Kristina, Ed.
Multimedia in Education. Proceedings of an Invitational Conference on Multimedia in Education (Cupertino, California, June 19-20, 1986).
Apple Computer, Inc., Cupertino, CA.
PUB DATE- 87
NOTE- 346p.; For individual papers from this conference, see IR 013 539-555.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Computer Graphics; *Computer System Design; *Databases; *Design Requirements; *Educational Technology; Encyclopedias; *Interactive Video; *Multimedia Instruction; Technological Advancement; Videodisks
IDENTIFIERS- *Hypermedia

This collection of articles exploring multimedia in education was compiled from presentations at an invitational conference on Multimedia in Education. Following an introduction by Sueann Ambron ("New Visions of Reality: Multimedia and Education"), articles are grouped under six headings: (1) Computer Science and Engineering: "The Augmentation System Framework" (Doug Engelbart with Kristina Hooper); "Issues in Designing a Hypermedia Document System: The Intermedia Case Study" (Nicole Yankelovich, Karen Smith, L. Nancy Garrett, and Norman Meyrowitz); "As We May Learn" (Stephen A. Weyer); and "NoteCards: A Multimedia Idea Processing Environment" (Frank G. Halasz); (2) Education: "The Shakespeare Project" (Larry Friedlander); "Cicero" (Bernard Frischer); and "Grapevine--An Excursion into Steinbeck Country" (Robert Campbell and Patricia Hanlon); (3) Television: "The Voyage of the MIMI" (Sam Gibbon with Kristina Hooper); and "Beyond Einstein--A Case Study in Interactive Television" (Thomas Anderson); (4) Publishers: "Multimedia Technology--An Encyclopedia Publisher's Perspective" (Peter Cook); and "Geography, Images, and Technology" (George Peterson); (5) Images and Interactivity: "Multimedia Technology Is for Casual, Everyday Use" (Steve Gano); "Stand By for Fun--Experience and Interaction" (Douglas Crockford); and "The Microsoft Multimedia Encyclopedia" (Suzanne Ropiequet); and (6) Thought Pieces: "Assuming That..." (Anne Nicol); "A Layered Theory of Design for Optical Disc Software" (Mike Liebhold); "Links or Stories--A Compromise" (Bernard Frischer); "Getting a Boost from the Real World" (Ted Kaehler); "Authoring with Hypermedia" (Carol Kaehler); and "Navigation in Large Knowledge Spaces" (Stephen A. Weyer). A summary by Kristina Hooper concludes the proceedings. The text is supplemented by figures and illustrations, and some of the articles include references. (EW)

ED 302 180 IR 013 539

Ambron, Sueann
New Visions of Reality: Multimedia and Education.
PUB DATE- Jun 86
NOTE- 10p.; Paper presented at an Invitational Conference on Multimedia in Education (Cupertino, CA, June 19-20, 1986). For the complete journal, see IR 013 538.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Aids; Computer Assisted Instruction; *Computer Graphics; *Educational Change; *Educational Quality; Educational Technology; Futures (of Society); *Multimedia Instruction; *Videodisks

Multimedia is a powerful tool that will change both the way we look at knowledge and our vision of reality, as well as our educational system and the business world. Multimedia as used here refers to the innovation of mixing text, audio, and video through the use of a computer. Not only will there be new products emerging from multimedia uses, but multimedia may also change the way we think and solve problems--just as in recent years, word processing, spreadsheets, and databases have changed how we think about writing, accounting, and information access. Multimedia will affect education by providing instructors, students, and others with a dramatic new environment for presentations--i.e., they will no longer be bound by the limits of illustrating processes on chalkboards or in slide presentations. Multimedia holds great promise for improving the quality of education by providing the ability to illustrate ideas with visual, audio, text, or any combination of media so that users can create new ways of communicating ideas. Teachers will be freed from the constraints of textbooks and chalkboards, and students who have difficulty expressing ideas in writing can now have a new way to communicate and a new class of material to learn from. Multimedia allows the user to be an active learner, controlling access to and manipulating vast quantities of information with a computer. (EW)

ED 302 181 IR 013 540

Engelbart, Doug; Hooper, Kristina
The Augmentation System Framework.
PUB DATE- Jun 86
NOTE- 18p.; Paper presented at an Invitational Conference on Multimedia in Education (Cupertino, CA, June 19-20, 1986). For the complete journal, see IR 013 538.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Computer Software; *Computer System Design; *Expert Systems; Information Systems; *Man Machine Systems; Skill Development
IDENTIFIERS- *Software Development

Augmentation systems are composed of things that will add to what the human is genetically endowed with in order to extend the net capabilities that a human or human organization can apply to the problems or goals of human society. A broad brush categorization of the components of an augmentation system includes three distinct though interacting elements: language, artifacts, and methodology. The purpose of the methodology is to frame analysis, not to produce, dictate, or guarantee particular outcomes. It is important to acknowledge the difference between what software designers are doing on a day-to-day basis and what they could be doing. The key to the implementation of the augmentation approach is the development of "high performance teams," i.e., small groups to begin engaging organizational systems and learning how to do this effectively. (5 figures and 7 references) (EW)

ED 302 182 IR 013 541

Yankelovich, Nicole; And Others
Issues in Designing a Hypermedia Document System: The Intermedia Case Study.
Brown Univ., Providence, RI. Inst. for Research in Information and Scholarship.

PUB DATE- Jun 86
NOTE- 53p.; Paper presented at an Invitational Conference on Multimedia in Education (Cupertino, CA, June 19-20, 1986). For the complete journal, see IR 013 538.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Graphics; *Computer Software; Computer System Design; *Design Requirements; Electronic Mail; *Information Processing; *Man Machine Systems; *Programing
IDENTIFIERS- *Hypermedia; *Software Development

Intermedia, a hypermedia system developed at Brown University's Institute for Research (Rhode Island) in Information and Scholarship, is first described, and then used as a case study to explore a number of key issues that software designers must consider in the development of hypermedia document systems. A hypermedia document system is defined as a system that provides a set of tools which allow authors to share a network of linked documents, link their own and others' documents together, leave notes for one another, and retrieve information stored in documents of different types. The major issues addressed include various design options for linking together multimedia documents, the contexts in which those links exist, and the need for visual representation of the links that exist within a given context. Twenty-one figures illustrate the text. (28 references) (Author/EW)

ED 302 183 IR 013 542

Weyer, Stephen A.
As We May Learn.

PUB DATE- Jun 86
NOTE- 21p.; Paper presented at an Invitational Conference on Multimedia in Education (Cupertino, CA, June 19-20, 1986). For the complete journal, see IR 013 538.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer System Design; *Expert Systems; *Information Retrieval; Information Systems; Learning Strategies; *Man Machine Systems; *Multimedia Instruction; *User Needs (Information)
IDENTIFIERS- Information Management; *Intelligent Tutoring Systems;
Knowledge Bases

Using as a backdrop Vannevar Bush's 1945 discussion of the "Memex," his proposed system for organizing and storing information, this paper considers the development of intelligent multimedia knowledge systems. Particular attention is focused on learner needs and intentions in information seeking, and the implications of these factors for the development of intelligent multimedia knowledge systems are considered. The importance of a user-oriented information system is stressed. The paper concludes with a discussion of the possibility of creating hypermedia systems that go beyond the improvement of searching and browsing techniques to create intelligent systems that might almost emulate expert human behavior. (3 figures and 11 references) (EW)

ED 302 184 IR 013 543

Halasz, Frank G.
NoteCards: A Multimedia Idea Processing Environment.
PUB DATE- Jun 86
NOTE- 7p.; Paper presented at an Invitational Conference on Multimedia in Education (Cupertino, CA, June 19-20, 1986). For the complete journal, see IR 013 538.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; *Computer System Design; *Information Processing; Information Retrieval; *Man Machine Systems; Multimedia Instruction; *Programing; Videodisks
IDENTIFIERS- *Hypermedia; LISP Programing Language; *Software Development

Notecards is a computer environment designed to help people work with ideas by providing a set of tools for a variety of specific activities, which can range from sketching on the back of an envelope to formally representing knowledge. The basic framework of this hypermedia system is a semantic network of electronic notecards connected by arbitrarily typed links. Four basic constructs are included in the system: notecards, links, browsers, and fileboxes. Notecards contain an arbitrary amount of information embodied in text, graphics, images, voice, or any other editable or presentable substance. Links are used to represent binary connections or relationships between cards. Browsers are cards that contain editable note-link diagrams showing the structure of some portion of the network. Fileboxes are cards that provide the user with a hierarchical filing structure for organizing collections of cards into topics or categories. The Notecards system was developed for, and runs with, the Xerox LISP environment and the Xerox 1100 workstation. In addition, Notecards can be integrated with other systems running in the LISP environment such as mail systems, databases, and rule-based expert systems. (2 references) (EW)

ED 302 185 IR 013 544

Friedlander, Larry
The Shakespeare Project.
PUB DATE- Jun 86
NOTE- 30p.; Paper presented at an Invitational Conference on Multimedia in Education (Cupertino, CA, June 19-20, 1986). For the complete journal, see IR 013 538.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; *Computer System Design; English Literature; Higher Education; *Instructional Design; Intermediate Grades; *Multimedia Instruction; Secondary Education; *Theater Arts; Videodisks
IDENTIFIERS- *Shakespeare (William); Stanford University CA

This paper describes the Shakespeare Project, an interactive videodisk computer program developed at Stanford University which permits students to study, design, and enjoy theater. The prototype consists of three basic programs, which are described in detail: (1) a videodisk-based "tutorial" called "Page to Stage," that teaches how a performance is created by interpreting the text; (2) an annotated visual database of theater and art history on videodisc, called the "Browser"; and (3) a computer animation program, "The Theater Game," that allows students to simulate design and staging choices, and to create an actual scene on the computer screen. Testing of the prototype with undergraduates, high school students, and 10-year-olds at an experimental elementary school is reported and applications of this type of system in other disciplines are described. The two videodisc-based components were programmed on two computers, an Apple Macintosh and an IBM vision attached to a videodisc player. (2 references) (EW)

ED 302 186 IR 013 545

Frischer, Bernard
Cicero: A Framework for Multimedia Projects for Classics.
PUB DATE- Jun 86
NOTE- 16p.; Paper presented at an Invitational Conference on Multimedia in Education (Cupertino, CA, June 19-20, 1986). For the complete journal, see IR 013 538.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancient History; Classical Languages; *College Instruction; *Computer Assisted Instruction; *Computer System Design; Databases; *Expert Systems; Higher Education; Information Retrieval; Latin; *Multimedia Instruction
IDENTIFIERS- Roman Civilization

This paper focuses on a short term plan for a computerized multimedia expert system in the field of the classics that is under development at the University of California at Los Angeles. Noting both increased enrollments in classics courses and the problems associated with finding textbooks for courses in ancient civilizations that cover a variety of subjects, the paper describes the creation of a flexible three-part framework of software: (1) a core of multimedia databases; (2) an inner ring of scholarly utilities for using and modifying the databases; and (3) an outer ring of pedagogical applications, which use the scholarly utilities and databases. A sample lesson--an exploration of the city of Rome with a friendly student interface called "Cicero"--shows how the outer ring will be used in computer assisted instruction for students of classical civilization and Latin. A figure illustrates the organization of the software framework. (EW)

ED 302 187 IR 013 546

Campbell, Robert; Hanlon, Patricia
Grapevine: An Excursion into Steinbeck Country.
PUB DATE- Jun 86

NOTE- 23p.; Paper presented at an Invitational Conference on Multimedia in Education (Cupertino, CA, June 19-20, 1986). For the complete journal, see IR 013 538.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer System Design; Database Management Systems; *Databases; *Instructional Development; *Multimedia Instruction; Optical Data Disks; *Social History; *United States Literature; Videodisks
IDENTIFIERS- *Steinbeck (John)

A high school teacher and a librarian are collecting and analyzing material in every medium for teaching John Steinbeck's novel, "The Grapes of Wrath," including the political and social history of the 1930s--altogether some 33 topic headings touched upon in the novel and in about 54 related works: books, films, television documentaries, still photographs, record albums and sound tapes, filmstrips, magazine and newspaper articles, and more. These are being linked and indexed by topic to provide an extensive and interesting educational resource and an interactive teaching tool, the Grapevine. This project will reflect the perspectives of a classroom teacher teaching the novel, a high school librarian, and an educational technologist. When the database is completed, teachers will have an extensive body of teaching material linked by topic, which they will be able to edit, modify, add to, and rearrange. In its ultimate stage of development, the system will permit a teacher to manipulate and integrate text, still and moving pictures, and sound in order to create multimedia documents. The developers of this system need a database program that will allow them to make many links from a single piece of information; create an index for use in searching, browsing, and manipulating text; and provide an interface with CD-ROM. They also need an authoring system that will allow the user to add, change, and link materials, and copyright issues will have to be worked out. (EW)

ED 302 188 IR 013 547

Gibbon, Sam; Hooper, Kristina
The Voyage of the MIMI.
PUB DATE- Jun 86
NOTE- 13p.; Paper presented at an Invitational Conference on Multimedia in Education (Cupertino, CA, June 19-20, 1986). For the complete journal, see IR 013 538.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Educational Television; Intermediate Grades; *Material Development; *Mathematics Instruction; *Multimedia Instruction; *Science Instruction; Videodisks
IDENTIFIERS- *Bank Street College of Education NY

The Voyage of MIMI is a major educational project housed at Bank Street College (New York) which is directed toward the development of extensive television, computer software, videodisc, and print materials for use in science and mathematics education in grades 5-7. The first series has been completed, and includes a 13-part dramatic television series about a scientific investigation of whaling on the East Coast on a ship called the MIMI. In the series, research scientists and a crew of students note patterns of whale migration using a number of scientific approaches, and encounter a number of exciting adventures. In addition, there are 13 television documentary-style visits to different "real" scientific establishments. These television materials are accompanied by a teacher's guide, a book describing the television series, and four computer programs. The computer programs include simulations of ecosystem development and population growth patterns, a navigation game, and computer-based tools for measurement experiments. Evaluations of the first series indicated that: (1) the dramatic story presented in the television series served as an excellent motivator for students in the areas of science and mathematics, and a number of the characters provided excellent role models; (2) teachers found the materials both exciting and innovative, but somewhat difficult to fit into their traditional classroom concepts; and (3) the production of the materials was extremely expensive, resulting in large uncertainties about available funding and the omission of some intended developments. (EW)

ED 302 189 IR 013 548

Anderson, Thomas
"Beyond Einstein." A Case Study in Interactive Television.
PUB DATE- Jun 86
NOTE- 25p.; Paper presented at an Invitational Conference on Multimedia in Education (Cupertino, CA, June 19-20, 1986). For the complete journal, see IR 013 538.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Software; *Databases; Demonstration Programs; Design Requirements; Educational Television; *Instructional Design; Material Development; *Multimedia Instruction; *Science Education; *Videodisks
IDENTIFIERS- *Interactive Television

This paper describes the design principles for the development of an interactive media project in physics entitled "Beyond Einstein," which is based on the public television series, "The Creation of the Universe." Following a discussion of cognitive science concepts applicable to the development of interactive television, the development of a demonstration tape is detailed, noting that the information to be placed in the database includes short pieces of video, audio, and computer data as well as text. The possibility of using CD-I (Compact Disc-Interactive) as the medium for the project is considered. It is suggested that "Beyond Einstein" represents a first step in the development of information made transparent and attractive to the user, and that it is now necessary to explore in depth the question of whether the possibilities demonstrated in this project are worth further investment. (EW)

ED 302 190 IR 013 549

Cook, Peter
Multimedia Technology. An Encyclopedia Publisher's Perspective.

PUB DATE- Jun 86
NOTE- 26p.; Paper presented at an Invitational Conference on Multimedia in Education (Cupertino, CA, June 19-20, 1986). For the complete journal, see IR 013 538.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer System Design; *Databases; *Encyclopedias; *Futures (of Society); Man Machine Systems; Microcomputers; Online Systems; *Optical Data Disks; Pilot Projects; *Publishing Industry
IDENTIFIERS- *Multimedia Materials

This paper describes the Grolier Publishing Company's development of its encyclopedic text database by editing the machine-readable data files from which the Academic American Encyclopedia was printed, and its longer-term objective of creating a multimedia encyclopedia when the technology for a viable delivery system becomes available. Topics discussed include the role and the limitations of print encyclopedias; the limitations of electronic media; the enhancement of encyclopedia information in electronic media; and future plans for an audiovisual database. A simulated information search is presented in 17 figures depicting the screen on an Apple Macintosh computer at different stages of the search. (EW)

ED 302 191 IR 013 550

Peterson, George

Geography, Images and Technology. Innovations in Education and Publishing at the National Geographic Society.

PUB DATE- Jun 86
NOTE- 12p.; Paper presented at an Invitational Conference on Multimedia in Education (Cupertino, CA, June 19-20, 1986). For the complete journal, see IR 013 538.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Creativity; *Educational Technology; *Geography; *Material Development; Nonprint Media; *Periodicals; *Publishing Industry
IDENTIFIERS- *National Geographic Society

This paper discusses the role of the National Geographic Society (NGS) in providing educational materials on geography, from the National Geographic magazine to future innovative educational technologies. The changing nature of technology, communications, and the role of the creative mind are described in remarks quoted from the Society's President, Gilbert Grosvenor. In particular, the imminent widespread use of creative, educationally sound software for computers and videodisks is stressed and the NGS's role in the development of such software is described. It is concluded, however, that the development of high quality, innovative materials is not enough: the NGS must also join forces with policymakers at the federal, state, and local levels, and work with school systems and hardware manufacturers. (EW)

ED 302 192 IR 013 551

Gano, Steve

Multimedia Technology Is for Casual, Everyday Use.

PUB DATE- Jun 86
NOTE- 14p.; Paper presented at an Invitational Conference on Multimedia in Education (Cupertino, CA, June 19-20, 1986). For the complete journal, see IR 013 538.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; *Individual Activities; Nonprint Media; *Self Expression; *Technological Advancement; *Videodisks; Videotape Cassettes
IDENTIFIERS- *Multimedia Technology

This paper argues that multimedia technology can be used by ordinary individuals casually and frequently for very commonplace purposes, which will result in multimedia technology joining the basic repertoire of techniques for individual self expression, along with speech, gesture, and writing. This argument is examined from three perspectives: (1) multimedia technology for personal use is at hand, e.g., on the shelf, or even in the near horizon, are tools that make the materials and techniques of cinema available to any individual; (2) we may be disinclined to imagine the personal uses of multimedia technology because of the overwhelming presence of electronic media as broadcast media in our culture; and (3) personal multimedia technologies will provide individuals with entirely new means of reflection, investigation, and self-expression. (5 references) (EW)

ED 302 193 IR 013 552

Crockford, Douglas
Stand By for Fun: Experience and Interaction.
PUB DATE- Jun 86
NOTE- 9p.; Paper presented at an Invitational Conference on Multimedia in Education (Cupertino, CA, June 19-20, 1986). For the complete journal, see IR 013 538.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Design Requirements; Interaction; *Interactive Video; *Man Machine Systems; *Marketing; Models; *Technological Advancement; *Video Games
IDENTIFIERS- Interactive Systems

This paper explores interactivity, and considers what should be done to create a mass market for interactive media. It is suggested that one way to do so is to examine the video game phenomenon, and a model of interactivity is proposed. The model, a "home interactive theater," would involve interaction in the telling of a story, with the interactor given some room for self-expression in the context of interesting events, although no control over changing the end of the story. It is suggested that, in this context, interaction should have more to do with taking part than with making decisions. (EW)

ED 302 194 IR 013 553

Ropiequet, Suzanne
The Microsoft Multimedia Encyclopedia.
PUB DATE- Jun 86
NOTE- 18p.; Paper presented at an Invitational Conference on Multimedia in Education (Cupertino, CA, June 19-20, 1986). For the complete journal, see IR 013 538.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animation; *Computer System Design; *Encyclopedias; Illustrations; *Information Retrieval; *Interactive Video; Microcomputers; *Videodisks
IDENTIFIERS- *Hypermedia; *Multimedia Materials

A multimedia encyclopedia (MME) demonstration disk has been developed by the Microsoft Corporation, which contains five-page articles on 12 subjects. Each article contains text, images, audio, and in some cases, animation and full motion digital images. Each MME article is constructed as a network of linked text, image, and sound files. With mouse or keyboard control, the user can browse through an article, select audio descriptions or sound effects, images, cross-references to other articles, or supplementary text information, and a mouse click activates the playback and display routines. The MME provides three data-accessing methods, each designed to accommodate different learning styles: an outline search method called "PathKey"; a keyword search method call "WordKey"; and an alphabetically ordered index called the "Browser." Any data object may be associated with highlighted or colored area on the screen. These areas are called "buttons" or "hot keys," and are activated when selected with the mouse. By providing links to multiple levels of information using different media, this hypermedia system is able to accommodate a much broader audience than a static two-dimensional information system. Examples of screens from the MME system are presented in 17 figures. (EW)

ED 302 195 IR 013 554

Nicol, Anne; And Others
Multimedia in Education: Thought Pieces.
PUB DATE- Jun 86
NOTE- 23p.; Papers presented at an Invitational Conference on Multimedia in Education (Cupertino, CA, June 19-20, 1986). For the complete journal, see IR 013 538.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programing); Computer Managed Instruction; *Computer System Design; *Design Requirements; Educational Technology; *Learning Processes; *Multimedia Instruction; *Optical Disks; Videodisks
IDENTIFIERS- *Hypermedia

The six "thought pieces" presented in this document summarize the personal perspectives of conference participants on issues raised in formal or information discussions, but not part of the central themes of the conference or conference papers. They include: (1) "Assuming That..." (Anne Nicol, Apple Computer, Inc.); (2) "A Layered Theory of Design for Optical Disc Software" (Mike Liebhold, Apple Computer, Inc.); (3) "Links or Stories: A Compromise" (Bernard Frischer, University of California at Los Angeles); (4) "Getting a Boost from the Real World" (Ted Kaehler, Apple Computer, Inc.); (5) "Authoring with Hypermedia" (Carol Kaehler, Apple Computer, Inc.); and (6) "Navigation in Large Knowledge Spaces" (Steven Weyer, Apple Computer, Inc.). (EW)

ED 302 196 IR 013 555

Hooper, Kristina
Multimedia in Education: Summary Chapter.
PUB DATE- Jun 86
NOTE- 18p.; Paper presented at an Invitational Conference on Multimedia in Education (Cupertino, CA, June 19-20, 1986). For the complete journal, see IR 013 538.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Computer Software; *Computer System Design; *Design Requirements; *Instructional Development; *Interactive Video; *Multimedia Instruction; Videodisks

This summary of issues addressed at the conference identifies 10 important themes: (1) the nature of interactivity, and whether linear presentations are obsolete; (2) what can be done with all the imagery made possible with videodisks and the sounds enabled by compact disks, and whether any of this is really new; (3) whether emotional presentations are appropriate to education, or whether technology efforts should be used primarily to present "factual data" in educational settings; (4) whether the central task in the design of educational presentations is to link large amounts of information or to tell stories, and what balance is required between directed searching and browsing paradigms; (5) what will be required to make presentations now quite familiar in research laboratories available to the general community, and why it is taking so long; (6) what we know from cognitive theory that we can use in designing with new multimedia interface systems; (7) how multimedia educational "stations" will fit into schools if they do fit in; (8) how a language to describe the "experience" of a technology-based presentation can best be developed; (9) whether there will or should be a standard interface to multimedia experiences, and what the appropriate metaphor for this interface would be; and (10) whether the results will be significant educationally, entertaining, or both, when you combine the traditions of movie-making, graphic design, computer education, encyclopedia development, text publication, public television, computer workstations design, classroom teaching, library

ED 302 197   IR 013 556

Ambron, Sueann, Ed.
Toward a Seamless Society: Networking in Education.
Apple Computer, Inc., Cupertino, CA.
PUB DATE- 88
NOTE- 310p.; For individual papers in this theme issue, see ED 299 961, IR 013 557-569, and IR 013 571-573. Conference of the Apple Computer Education Advisory Council (November 1986).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Networks; Distance Education; *Educational Innovation; *Educational Technology; Elementary Secondary Education; Higher Education; National Programs; State Programs; *Telecommunications; *Teleconferencing

This collection of papers includes both presentations at a two-day conference of the Education Advisory Council at Apple Computer which considered information and insights on the use of telecommunications and networking in education, and papers describing other telecommunications projects that have been identified since the council's meeting. Following an introduction by Randy Pennington, 18 papers are presented under five headings: (1) National Networking Systems: "SpecialNet: A National Computer-Based Communications Network" (Alfred J. Morin); "Chieffile: The Electronic Mail, News, and Information Service of the Council of Chief State School Officers" (George Rush); and "MIX--The McGraw-Hill Information Exchange" (Stephen M. Laliberte); (2) Statewide Networks: "Florida Information Resource Network" (Francis C. Watson); "New Hampshire--A Case Study: Getting Started in Educational Telecommunications" (Molly Watt and Dan Watt); "Communications--How AppleLink Improved Apple's Information Flow" (Stacey Bressler); "Superintendents at the Workstation?" (Larry Vaughan); and "METN--Networking in Maryland" (Michael F. Sullivan); (3) Community-Based Networks: "Learning Link--A Model for Low-Cost Educational Networks" (Robert A. Spielvogel); "CMS School-Net--A Practical Approach to Effective School Networking" (Al Rogers); "Connected Education--The First Two Years" (Paul Levinson); and "The Network Advantage in Education (for the Apple Macintosh)" (Carl M. Durance and Shirley L. Fenton); (4) Distance Learning Projects: "Distance Learning in Alaska's Rural Schools" (William J. Bramble); "Telecommunications and Distance Learning Systems in New York State" (Peter Frederick Stoll); and "The Hawaii Global TELEclass Project and Multimedia Computer-Based Educational Telecommunications (CBET)" (John H. Southworth); and (5) Summary: "Session NOTES" (Larry Vaughan); and Commentaries: "Networking in Education--The Need for Managerial and Political Innovations" (Charles L. Blaschke); and "EUREKA!" (from "An Electronic Net-Rider's Journal," Gerri Sinclair). The text is supplemented by various figures, tables, and illustrations, and many of the papers contain bibliographic references. (EW)

ED 302 198 IR 013 557

Morin, Alfred J.
SpecialNet. A National Computer-Based Communications Network.
PUB DATE- Nov 86
NOTE- 22p.; For the complete journal, see IR 013 556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- *Computer Networks; Data Collection; *Delivery Systems; *Electronic Mail; Elementary Secondary Education; Higher Education; *Information Dissemination; *Information Networks; *School Administration; State Agencies; Telecommunications

"SpecialNet," a computer-based communications network for educators at all administrative levels, has been established and is managed by National Systems Management, Inc. Users can send and receive electronic mail, share information on electronic bulletin boards, participate in electronic conferences, and send reports and other documents to each other in a timely manner. The system also permits the establishment of separate closed systems within the network for private use, and can serve as a gateway for access to other systems and databases. It operates 24 hours a day, every day of the year, from any telephone in the 50 United States. An appendix lists the National SpecialNet Bulletin Boards. (EW)

ED 302 199 IR 013 558

Rush, George
Chieffile: The Electronic Mail, News, and Information Service of the Council of Chief State School Officers.
PUB DATE- Nov 86
NOTE- 36p.; For the complete journal, see IR 013 556.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- Computer Networks; Databases; *Electronic Mail; Elementary Secondary Education; Higher Education; *Information Dissemination; *Information Networks; Organizations (Groups); State Departments of Education; *State Officials; Telecommunications
IDENTIFIERS- *Council of Chief State School Officers

Information services offered by the Council of Chief State School Officers (CCSSO) include "Chieffile," an electronic mail system, and "CHIEFLINE," a semiweekly news bulletin board. Chieffile provides information on federal legislation which is updated weekly, technology-related activities, a clearinghouse for information on state responses to the recommendations contained in "A Nation at Risk," a database listing school/college collaboration programs, a bulletin board for participants in the Educational Resource Exchange Program, and a Community Education Bulletin Board. A review of system usage suggested that 90% of the states check the contents of Chieffile at least once a month, 68% check it twice a week, and nearly 36% check it almost daily. CCSSO is also exploring the possibility of developing an international computer conferencing capability in cooperation with counterpart organizations in all parts of the world. Examples of the types of information available from the network are included. (EW)

ED 302 200   IR 013 559

Laliberte, Stephen M.
MIX. The McGraw-Hill Information Exchange.
PUB DATE- Nov 86
NOTE- 18p.; For the complete journal, see IR 013 556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Journal Articles (080)
DESCRIPTORS- Access to Information; *Computer Networks; Educational Cooperation; *Electronic Mail; Elementary Secondary Education; Higher Education; *Information Dissemination; *Information Networks; Online Vendors; Publishing Industry; Telecommunications; *Teleconferencing
IDENTIFIERS- *MTX (Online Service)

"MIX" is an online publishing service and information exchange from the Educational Management Services Division of McGraw-Hill. Through computer conferencing and electronic mail, MIX provides access to a network of people across the country who are seeking ways to put computers to use to improve the quality of education. MIX is an information utility that quickly retrieves and stores facts and ideas compiled from a variety of sources--media and technology coordinators; science, business, math, and social studies teachers; educational associations; and McGraw-Hill itself. The information is available through computer conferences and electronic mail. A copy of the "Online Educator," the monthly newsletter provided with each MIX subscription, is included. (EW)

ED 302 201 IR 013 560

Watson, Francis C.
Florida Information Resource Network.

PUB DATE- Nov 86
NOTE- 12p.; For the complete journal, see IR 013 556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- Access to Information; Computer Assisted Instruction; Computer Networks; Data Collection; Elementary Secondary Education; Higher Education; *Information Networks; *Resource Materials; *School Administration; *School Districts; *State Departments of Education; State Programs; *Telecommunications
IDENTIFIERS- *Florida State Department of Education

The Florida Information Resource Network (FIRN) is an effort by the Florida education community and the Florida Legislature to provide an electronic link among all agencies, institutions, and schools in the public education system. The communications link, perhaps one of the most advanced in the nation, has three purposes: (1) to provide equal access to computing resources for all public education entities in the state for both adminstration and instruction; (2) to reduce the data burden on teachers and administrators while providing timely, high-quality data at all levels; and (3) to enable the rapid and effective exchange of computerized information within the public education system. Once completed, FIRN will allow the State Department of Education to communicate information electronically to all local education agencies, and it will allow those agencies to communicate reports electronically to the department. By the end of the decade, Florida school districts will submit all state reports electronically through FIRN, and to satisfy this requirement, automated systems for student, staff, and financial data will be developed in each district. By July 1, 1988, detail-level student and staff reporting systems will be implemented. Future plans for the system include using it to support a statewide automated library system and research projects conducted in the state university system. Also under consideration are ways to use the network to permit students to communicate with their peers via the written "electronic" word for the purpose of expanding their language arts skills. (EW)

ED 302 202 IR 013 561

Watt, Molly; Watt, Don

New Hampshire: A Case Study. Getting Started in Educational Telecommunications.

PUB DATE- 86
NOTE- 10p.; For the complete journal, see IR 013 556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- Case Studies; Computer Networks; *Educational Development; Electronic Mail; Elementary Secondary Education; *Information Networks; Microcomputers; *Program Development; *Statewide Planning; Technological Advancement; *Telecommunications
IDENTIFIERS- *New Hampshire

This paper describes early issues, events, and efforts in New Hampshire to develop a telecommunications base for students and educators. Six "dreams" of possible telecommunications programs are briefly described, some facts about New Hampshire are provided, and some problems to be addressed are considered. The beginnings of the New Hampshire telecommunications network are then described from its start in 1980 to the 1986-87 school year, which brought focused efforts by the New Hampshire Association of Computer Education

Statewide (NHACES), workshops by the New Hampshire Association of Computer Coordinators, and the establishment of a statewide Educational Telecommunications Planning Group. An update indicates that subsequent to 1986, New Hampshire's state education agency installed the EdLink pilot project, thus taking the first step toward creating a statewide telecommunications link for education. (EW)

ED 302 203 IR 013 562

Bressler, Stacey
Communications: How AppleLink Improved Apple's Information Flow.
PUB DATE- Nov 86
NOTE- 17p.; For the complete journal, see IR 013 556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Journal Articles (080)
DESCRIPTORS- *Computer Networks; *Computer System Design; *Databases; *Electronic Mail; Information Dissemination; Information Networks; *Information Systems; Microcomputers; *Organizational Communication; Telecommunications
IDENTIFIERS- *Apple Computer Inc; *AppleLink

This report describes "AppleLink," a communications system used by Apple employees, which combines an electronic mail system, bulletin boards, and databases. The development of AppleLink from the pilot project stage is described, and the basic functions and features of the system are detailed. Suggestions are made for the use of a similar system in education agencies, based on personal experience with delays and lost paperwork in the California Department of Education. Twelve figures provide examples of computer displays at various points in system use. (EW)

ED 302 204 IR 013 563

Vaughan, Larry
Superintendents at the Workstation?

PUB DATE- Nov 86
NOTE- 9p.; For the complete journal, see IR 013 556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- *Computer Networks; Databases; *Electronic Mail; Elementary Secondary Education; *Information Networks; Information Services; Microcomputers; Pilot Projects; School Administration; School Districts; State Programs; *Superintendents; Telecommunications
IDENTIFIERS- *AppleLink; *Apple MacIntosh; New Hampshire

This paper considers the possible creation of communications networks for school superintendents, and discusses EdLink, a pilot joint venture among Apple and GEISCO (General Electric Information Services Corporation), the joint developers of AppleLink, and the office of the New Hampshire Governor's Excellence Initiative. Arguing that EdLink (AppleLink) is flexible, easy to use, and cost effective, this report describes the use of the system by superintendents and other staff members of local school districts during the pilot study. It is noted that many superintendents participating in this program, once introduced to the MacIntosh, also used this microcomputer for a variety of other software applications, including word processing, graphics, and desktop publishing. It is concluded that users will use a chosen system only if that system is easy to use and has observable benefits. (EW)

ED 302 205 IR 013 564

Sullivan, Michael F.
METN: Networking in Maryland.
PUB DATE- Nov 86
NOTE- 11p.; For the complete journal, see IR 013 556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Journal Articles (080)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; Educational Technology; Elementary Secondary Education; *Equal Education; *Instructional Improvement; Local Area Networks; Microcomputers; *School Districts; *State Programs; Telecommunications
IDENTIFIERS- *Maryland State Department of Education

This paper describes METN (Maryland Education Technology Network), a network which is designed to assist Maryland schools in developing instructional computing, while also working to provide equitable access to computers to all Maryland students. The process of creating the system is described, and a number of lessons learned from its development are detailed. Finally, an editor's update describes current features of the system which have been introduced only recently. (EW)

ED 302 206 IR 013 565

Spielvogel, Robert A.
Learning Link. A Model for Low-Cost Educational Networks.
PUB DATE- Nov 86
NOTE- 20p.; For the complete journal, see IR 013 556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- *Computer Networks; *Curriculum Enrichment; Educational Television; Elementary Secondary Education; *Information Networks; Microcomputers; Pilot Projects; *Public Television; *Resource Materials; Telecommunications
IDENTIFIERS- *New York (New York Metropolitan Area)

This paper describes Learning Link, a pilot project interactive communications system which provides support materials for the instructional television program of WNET/Thirteen, the New York Metropolitan area public television station. Features of the system are described, including databases, bulletin-board-like conferences, information libraries, and electronic mail, and it is suggested that Learning Link provides a potential model for effective and cost efficient servicing of precollege educational institutions on a regional basis. Some of the experiences and problems encountered in the system's development and operation are discussed, particularly those with broader implications for organizations interested in using technology to improve access to educational resources. (EW)

ED 302 207 IR 013 566

Rogers, Al
CMS School-Net. A Practical Approach to Effective School Networking.
PUB DATE- Nov 86
NOTE- 16p.; For the complete journal, see IR 013 556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- Communication Skills; *Computer Networks; *Electronic Mail; Elementary Secondary Education; Information Dissemination; *Microcomputers; Pilot Projects; School Involvement; *Specifications; Student Motivation; *Telecommunications; *Writing Laboratories
IDENTIFIERS- *California (San Diego)

CMS (Computer Mail System) School-Net is an informal, grass-roots telecommunications network developed by the San Diego (California) School District to provide assistance in improving student language and communications skills. Each CMS electronic bulletin board represents a node in the network, which operates independently during the day as a fairly normal-looking electronic bulletin board program. However, two features make it unique among electronic bulletin boards: it allows students to send lengthy files to their correspondents, and, in the middle of the night, all of the CMS nodes in the network dial each other up and exchange e-mail, permitting a teacher in San Diego to send a batch of student writing to a teacher in any of 25 or 30 other places. The primary function of the network is to transmit student writing from one place to another, thereby providing real audiences and real purposes to motivate student writing. This paper includes suggestions for creating a CMS School-Net as well as technical details of the system and descriptions of several projects that have been completed on the San Diego CMS School-Net. An editor's update notes that the network is expanding, despite threatened budget cutbacks and budget restrictions that have forestalled program evaluations. (EW)

ED 302 208 IR 013 567

Levinson, Paul
Connected Education: The First Two Years.

PUB DATE- Nov 86
NOTE- 14p.; For the complete journal, see IR 013 556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Journal Articles (080)
DESCRIPTORS- Computer System Design; *Distance Education; *Electronic Mail; Electronic Publishing; Graduate Study; Higher Education; *International Programs; *Online Systems; *Teleconferencing; Undergraduate Study
IDENTIFIERS- Media Education; *New School for Social Research NY; *Polytechnic Institute of New York

This paper describes Connect Ed, a program offering graduate and undergraduate courses for credit via computer conferencing. It is noted that these courses are offered in conjunction with the Masters Degree in Media Studies at the New School for Social Research and the Polytechnic Institute, both in New York City. A progress report on Connect Ed's first two years includes discussions of its accomplishments and problems as well as projections for future growth. The various aspects of the computer program are described, including the Connect Ed Library with hundreds of papers online, and the Connect Ed Cafe for social conversation. Particular attention is focused on the international character of the program, with 15% of the students coming from Japan, Singapore, England, Canada, South America, and Central America. (EW)

ED 302 209 IR 013 568

Durance, Carl M.; Fenton, Shirley L.

The Network Advantage in Education for the Apple Macintosh.

PUB DATE- Nov 86
NOTE- 20p.; For the complete journal, see IR 013 556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- *Computer Literacy; Computer Managed Instruction; Computer Software; *Computer System Design; Foreign Countries; Higher Education; Information Dissemination; *Information Networks; *Local Area Networks; *Microcomputers
IDENTIFIERS- *Apple Macintosh; *University of Waterloo (Ontario)

"Waterloo MacJANET," a local area network developed by the University of Waterloo for the Apple Macintosh computer, provides an environment appropriate for developing students' computer-related skills, minimizing both the human and the computing resources needed to support such courses. The system also serves as an efficient distributor of a variety of computer files to large numbers of students while providing security and copyright protection. The files contained in the system include application software; course data files; sample programs and data; and files for exercises, assignments, and quizzes. The MacJANET system for these files was specifically designed to alleviate administrative and management problems while furthering the effectiveness of the Macintosh as a teaching tool. The system, which has been found to provide benefits to users, teachers, and administrators, was used by over 1,500 computer literacy course students in its first year. (10 figures) (EW)

ED 302 210 IR 013 569

Bramble, William J.
Distance Learning in Alaska's Rural Schools.
PUB DATE- Nov 86
NOTE- 16p.; For the complete journal, see IR 013 556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- Communications Satellites; *Distance Education; *Educational Technology; Educational Television; Elementary Secondary Education; Financial Support; *Interactive Video; Postsecondary Education; *Program Evaluation; *Rural Education; State Programs; *Teleconferencing
IDENTIFIERS- *Alaska

The distance education and instructional technology projects that have been undertaken in Alaska over the last decade are detailed in this paper. The basic services offered by the "Learn Alaska Network" are described in relation to three user groups: K-12 education; postsecondary education; and general public education and information. The audio conferencing services of the network are also described, and the declining financial fortunes of all but the audio conferencing network are detailed. Some observations from these experiences are made, and issues that should be addressed in future projects are identified. (EW)

ED 302 211 IR 013 571

Southworth, John H.
The Hawaii Global TELEclass Project and Multimedia Computer-Based Educational Telecommunication (CBET).
PUB DATE- Nov 86
NOTE- 25p.; For the complete journal, see IR 013 556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- *Computer Networks; *Educational Technology; Electronic Mail; High Schools; Intercultural Communication; *International Programs; *Multimedia Instruction; Second Language Instruction; *Telecommunications; *Teleconferencing
IDENTIFIERS- *Hawaii

Telecommunications projects underway in Hawaii include various multimedia computer-based educational telecommunications (CBET) and multimode node telecommunications (MMN) projects. CBET uses a computer network to send messages rather than an ordinary telephone call, and MMN is a technique for transferring messages, data, and images between electronically incompatible systems. Both systems are used in an asynchronous manner, whereby sender and receiver need not exchange information at the same time, and in a synchronous manner which is both immediate and interactive. A CBET project in Hawaii is the Hawaii Global TELEclass project, which has involved Hawaiian students in foreign language exchanges with students from Japan, as well as in other foreign language exchanges in Hawaii. As TELEclass continues into its third year, exchanges involving other languages and other subject fields are under consideration. The TELEclass experience also provides information about the establishment of a telecommunications program that can be transferred to other similar programs. (EW)

ED 302 212 IR 013 572

Vaughan, Larry

Visions of the Future: Considerations for Shaping Educational Networking.

PUB DATE- Nov 86
NOTE- 10p.; For the complete journal, see IR 013 556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- *Computer Networks; *Design Requirements; *Educational Technology; Educational Trends; *Futures (of Society); *Man Machine Systems; Multimedia Instruction; Telecommunications

This paper summarizes the general issues discussed at the September 1986 conference of the Apple Education Advisory Council and during the Advisory Council's deliberations about the future. The general issues are categorized within four topics--technical considerations, people considerations, human/technology interface considerations, and network utilization--and specific suggestions are made for each of the topics. In general, it is argued that educators and administrators should be planning how to network people rather than technologies. Risks must be taken, it is suggested, and new projects must be developed and evaluated so that lessons learned can be brought forward into the design of future systems. Finally, it is argued that future-oriented models of networking must be process models so that future systems can be redesigned readily as they are being built. (EW)

ED 302 213 IR 013 573

Blaschke, Charles L.
Networking in Education. The Need for Managerial and Political Innovations.
PUB DATE- Nov 86
NOTE- 21p.; For the complete journal, see IR 013 556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- *Computer Networks; *Distance Education; *Educational Innovation; *Local Area Networks; National Programs; *Politics of Education; State Programs; *Telecommunications

This paper provides commentary on some of the issues and projects considered in other papers presented at the conference, focusing in particular on some of the nontechnological issues associated with the design, development, and implementation of telecomputing and networking in education. Four types of telecomputing projects are considered: national telecomputing projects, statewide networks, local or community-based networks, and hybrid interactive distance learning projects. It is suggested that the major challenges in these four areas are political and economic, and that the high turnover rate of individuals involved in such projects is due to these political and economic issues, as well as to the volatile nature of telecomputing and networking ventures in education. The fact that half of the authors who presented papers at the conference in September 1986 are no longer officially involved in the projects they described is cited as an example of this instability. It is argued that if the potential of telecomputing, distance learning, and other projects is to be realized, these problems must be addressed at various policy levels. (EW)

ED 302 214 IR 013 575

Juchau, William C.

Assessment and Development of Student Problem-Solving Skills Using Computer-Managed and Computer-Assisted Instruction.

PUB DATE- 88
NOTE- 57p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Computer Assisted Instruction; *Computer Managed Instruction; Computer Software; Conventional Instruction; Correlation; Higher Education; *Instructional Design; *Instructional Effectiveness; *Intermode Differences; Mathematics Instruction; Microcomputers; Pretests Posttests; *Problem Solving; Questionnaires; Student Attitudes

This study addressed the assessment and development of problem-solving skills of college students. A mathematics-oriented computer-assisted instruction (CAI) program with an embedded general problem-solving strategy was developed. A related computer-managed instruction (CMI) module maintained student progress and phased out the problem-solving assistance as students became more skilled at solving problems. Effectiveness was evaluated by pre- and post-tests and questionnaires administered to 37 students who used the CAI program and a control group of 23 students who received no CAI. Improvement in the mean test scores of the group using CAI was approximately twice that of the control group, and responses to the questionnaire showed that the students in the experimental group enjoyed using the CAI program and felt that they learned from it. Extracts from the pre-/posttests and a copy of the questionnaire are appended. (45 references) (Author/MES)

ED 302 215 IR 013 576

Norman, Donald A.; Hutchins, Edwin L., Jr.
Computation via Direct Manipulation. Final Report.
California Univ., San Diego, La Jolla. Inst. for Cognitive Science.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 88
NOTE- 37p.
CONTRACT- N00014-85-C-0133
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Artificial Intelligence; Auditory Stimuli; Check Lists; *Cognitive Processes; *Man Machine Systems; Visual Stimuli
IDENTIFIERS- *Cognitive Artifacts; *Direct Manipulation (Computers)
This synthesis of the research on direct manipulation interfaces explores the nature of directness in computer interfaces and demonstrates that the concept of directness is complex, including two gulfs--for execution and evaluation--and two kinds of mappings--semantic mappings and referential distance. Examination of the complexities of the differences among interface styles shows the importance of visibility and sound in the performance of tasks, and a detailed analysis of the general attributes of cognitive artifacts is presented, including a new theoretical construct, the object-symbol. These analyses allow for a deeper understanding of the differences among existing human-machine interfaces and provide the background for the development of a new class of interfaces that promise superior performance. Twenty-four references are listed, and a draft checklist for the design of an artifact is appended. (Author/MES)

ED 302 216 IR 013 577

Plomp, Tjeerd; Akker, Jan J. H. van den

Computer Integration in the Curriculum: Promises and Problems.

PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Change Strategies; *Computer Assisted Instruction; *Courseware; *Curriculum Development; *Curriculum Enrichment; Elementary Secondary Education; Foreign Countries; Media Research; Microcomputers; School Surveys
IDENTIFIERS- Canada; *Netherlands; Software Design; United States

This discussion of the integration of computers into the curriculum begins by reviewing the results of several surveys conducted in the Netherlands and the United States which provide insight into the problems encountered by schools and teachers when introducing computers in education. Case studies of three secondary and two elementary schools in the Netherlands are then presented. The discussion of these studies leads to the conclusion that there are two important types of problems in addition to those usually cited: lack of teacher involvement; and difficulty in integrating available software into usual classroom practice. Implementation strategies drawn from the literature on educational change are discussed, and a recently developed conceptual plan for the implementation of new information technology in the Ontario (Canada) schools is described, with the focus on implications for designers of courseware. Twenty-three references are listed. (MES)

ED 302 217 IR 013 578

Moursund, David

Computers and Problem Solving: An Independent Study Course.

International Council for Computers in Education, Eugene, Oreg.

REPORT NO.- ISBN-0-924667-40-0
PUB DATE- 87
NOTE- 230p.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($18.00 prepaid. $2.50 must be added per book for all invoiced orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; Courseware; Curriculum Enrichment; Elementary Secondary Education; Futures (of Society); Higher Education; Independent Study; Inservice Teacher Education; Mathematics Instruction; Microcomputers; *Problem Solving; Textbooks

The first chapter of this text for an independent study course on computers and problem solving provides an overview of computers in education which focuses on the three main instructional uses of computers in schools--learning about computers, the computer-as-tool, and computer-assisted instruction. Using a workshop format, chapter 2 discusses lower-order versus higher-order skills and the possible role of computers in this area. Chapter 3 discusses the future of computers in education, including trends in hardware, software, networking, computer science, and overall uses of computers in instruction. The chapter concludes with recommendations for computer use whose full implementation would lead to major changes in the current instructional system. Chapter 4 presents a workshop dealing with several topics related to computers and problem solving: definition of the problem; problem solving ideas; roles of computers in problem solving; accumulated knowledge of humans; and effective problem solving procedures. Material to be used in inservice sessions for middle and secondary school mathematics teachers on integrating the computer into the curriculum--including software descriptions and lesson plans--are contained in Chapter 5. A 45-item annotated bibliography on problem solving is attached. (MES)

ED 302 218 IR 013 580

Stevens, William E.
Development of a Conference Planning Model Using Integrated Database, Word Processing, and Spreadsheet Software.
PUB DATE- 88
NOTE- 57p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Computer Software; *Conferences; Evaluation Criteria; *Microcomputers; Models; *Planning; Questionnaires
IDENTIFIERS- *AppleWorks

This report presents a model for conducting a statewide conference for the approximately 900 members of the South Carolina Council of Teachers of Mathematics (SCCTM) using the AppleWorks integrated software as the basis of the implementation plan. The first and second chapters provide background information on the conference and the responsibilities of the president of the SCCTM, as well as the results of a literature search on the use of database management systems for conference planning. Objectives for measuring the success of the conference and the conference planning model are described in the third chapter. In the fourth chapter, tasks involved in planning and executing the conference are listed, and those tasks completed using AppleWorks are indicated. This chapter also includes a discussion of the applications of the database management and word processing capabilities of AppleWorks. Results of the evaluations and recommendations for planners are presented in the final chapter. Appendixes include the evaluation forms, various communications to presenters, a sample program listing, a speaker index, a topic index to conference sessions, and a session/workshop data sheet. (MES)

ED 302 219 IR 013 581

Gray, Karen H., Comp.
A Directory of Educational Service Providers in the Northeast and Islands Region.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 259p.
CONTRACT- 400-86-0005
AVAILABLE FROM- Regional Laboratory for Educational Improvement of the Northeast and the Islands, 290 South Main Street, Andover, MA 01810 (Order No. 9043-09; $24.95 each plus $2.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Administration; *Educational Development; *Educational Improvement; Elementary Secondary Education; Higher Education; Questionnaires; *Regional Programs; *Resource Centers

This directory contains information gathered by a 1987 survey by the Regional Laboratory for Educational Improvement of the Northeast and the Islands of educational resource organizations located within its region, i.e., Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands. Included are area colleges, universities, and schools of education; professional associations and interest groups; federally- and state-supported service programs and clearinghouses; and a variety of councils, coalitions, and centers. Types of services and activities include training/workshops, conferences, information services, dissemination, research and development, evaluation, policy analysis, and product development. More than 200 service providers representing a wide range of specific areas of expertise are listed alphabetically. Each entry provides an address and the name(s) of the organization head and contact person, and describes the organization's mission/purpose, primary services/activities, areas of expertise, primary client groups, and primary service area. Addresses and contacts for the departments of education in each state are listed at the beginning of the document, and entries are indexed by both areas of expertise and geographical area. A copy of the questionnaire is attached. (MES)

ED 302 220 IR 013 582

Murray, William R.
Dynamic Instructional Planning in the BB1 Blackboard Architecture. Report No. R-6168.
FMC Corp., Santa Clara, CA. Central Engineering Labs.

SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- Aug 88
NOTE- 22p.
CONTRACT- N00014-86-C-0487
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Intelligence; *Computer Assisted Instruction; *Computer System Design; Higher Education; *Instructional Design; Teaching Methods; Technical Education
IDENTIFIERS- *Dynamic Instructional Planning; *Intelligent Tutoring Systems

This report presents the Blackboard Instructional Planner, a dynamic instructional planner designed and implemented in the BB1 Blackboard Architecture to teach troubleshooting a complex physical device by first imparting a mental model of the device and its operation. Control in intelligent tutoring systems is defined as selection of pedagogical actions appropriate to the tutorial situation, and a discussion of control in such systems as a dynamic planning problem opens the report. The following sections include: (1) a consideration of the rationale for dynamic instructional planning compared to the simple plan-following approach of computer-assisted instruction systems; (2) four examples of dynamic instructional planning currently handled by this planner; (3) discussions of the BB1 architecture and the design of the Blackboard Instructional Planner within this architecture; (4) the planner's knowledge representation for instructional actions and plans and how it supports dynamic instructional planning; (5) a comparison of the work presented here with related work; and (6) a summary of the research contributions of this research. Fifteen references are listed and six figures are supplied. (MES)

ED 302 221 IR 013 583

Jones, Preston K.

The Effect of Computer Programming Instruction on the Development of Generalized Problem Solving Skills in High School Students.

PUB DATE- 14 Jun 88
NOTE- 46p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cognitive Processes; Comparative Analysis; Computer Science Education; *Critical Thinking; High Schools; *High School Students; Hypothesis Testing; Problem Solving; *Programing; *Skill Development
IDENTIFIERS- *BASIC Programing Language; *PASCAL Programing Language

This study investigated the extent to which participation by high school students in a computer programming course leads to improved critical thinking skills, and whether a significant difference exists in critical thinking skill development between participants in Pascal and BASIC classes. Three groups of high school students were tested using the Watson-Glaser Critical Thinking Appraisal: participants in a first-year BASIC class (N=52), participants in a first-year Pascal class (N=21), and above average (N=40). students in other classes who had had no exposure to programming. Group measures were compared using the t-test. Students enrolled in both programming classes scored significantly higher than their non-programming counterparts; however, exposure to a specific programming language--BASIC or Pascal--did not produce significant differences in test scores. The text is supplemented by five tables, and a copy of the survey instrument used to gather opinions on this topic from members of the FICS (Florida Instructional Computing Supervisors) is appended. (37 references) (EW)

ED 302 222 IR 013 584

Thombs, Michael
Marketing via Computer Diskette.
PUB DATE- 88

NOTE- 76p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Admission (School); Advertising; *Computer Assisted Instruction; Computer Science Education; *Computer Software; Higher Education; *Marketing; *Material Development; Surveys
IDENTIFIERS- *Software Evaluation

This report describes the development and evaluation of an interactive marketing diskette which describes the characteristics, advantages, and application procedures for each of the major computer-based graduate programs at Nova University. Copies of the diskettes were distributed at the 1988 Florida Instructional Computing Conference and were mailed to prospective applicants for the computer-based graduate programs. An evaluative questionnaire was completed by academic officials of the university, one academic official from another university, and colleagues. The results of the formal evaluation showed a favorable reaction to the new media approach, with respondents describing the diskettes as professional in quality, concise, attractive, and appropriate for their intended use. Several participants indicated that they would now consider initiating a similar project for their own institution. Nine appendixes include print-outs of the hardcopy listing and the color and monochrome screens for the diskette, flowcharts of the screen sequence, and a copy of the survey instrument. (12 referenced) (EW)

ED 302 223 IR 013 585

O'Donnell, Peggy
Preparing Schools for the Year 2000. The Impact of Technology on America's Classrooms in the Decade Ahead.
Association for Childhood Education International, Wheaton, MD.; Society for Visual Education, Inc., Chicago, IL.
PUB DATE- Jun 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Classroom Environment; Delphi Technique; *Educational Technology; *Educational Trends; Elementary Education; *Futures (of Society); Junior High Schools; Surveys; *Teacher Attitudes

This document reports the findings of a study which used the Delphi Technique to survey the attitudes of a representative group of professionals toward developments in the curriculum, the design of instructional materials, and the use of new technology by classroom teachers at the kindergarten through ninth grade levels. Participants included classroom teachers, school library media specialists, administrators, college education/library media faculty, and representatives from state and national government agencies and associations. The respondents discussed the skills and subjects that will be emphasized in schools over the next 10 years in the context of their own predictions for the future world environment, and described their visions of the classroom in the year 2000. Participants also indicated the skills and subjects that will be emphasized over the next decade and into the following century, and considered which new technologies will play an important role in the classroom by the year 2000. Finally, participants expressed concern over equal access to technology in the future, and also expressed varying degrees of enthusiasm about the growth of educational technology. Opinions were gathered in 3 rounds; 78 educators participated in the first round and 50 remained for the final round. A diagram depicting a classroom as it might look in the year 2000 is included. (EW)

ED 302 224 IR 013 586

School Television: For Arts Education, Grades K-12. A Competency-Based Matrix.

North Carolina State Dept. of Public Instruction, Raleigh. Media and Technology Services.

PUB DATE- Jul 86
NOTE- 1,025p.
LANGUAGE- English
EDRS Price - MF07/PC41 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Competency Based Education; *Curriculum Design; Dance; *Educational Television; Elementary Secondary Education; Folk Culture; Music Education; State Curriculum Guides; Theater Arts; Visual Arts

This manual keys school television programs to the Arts Education portion of the North Carolina "Teacher Handbook: Competency-Based Curriculum," and provides teachers with a guide to educational television programming according to competencies specified by the State of North Carolina in the area of arts education. Materials are divided into five subject areas--dance, music, theater arts, visual arts, and folk arts--and by grade level within subject areas. Under each specified competency goal, the competency objectives and/or measure are provided for each school television series and program title, together with school television program objectives and notes. (EW)

ED 302 225 IR 013 587

Horder, Alan
Setting up and Running a Small-Scale Microfiche Production Unit in a Developing Country: A Case History. Matheson Library Contributions to Tropical Librarianship, No. 1.
Papua New Guinea Univ. of Technology, Lae.
PUB DATE- Oct 87
NOTE- 81p.; Photographs will not reproduce well.
AVAILABLE FROM- The University Librarian, The Papua New Guinea University of Technology, Private Mail Bag, Lae, Papua New Guinea.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Case Studies; *Developing Nations; *Equipment Standards; Higher Education; *Microfiche; *Microreproduction; Periodicals; *Preservation; Quality Control
IDENTIFIERS- *Papua New Guinea University of Technology

This document details the creation and development of a small-scale microfiche production unit in the Matheson Library of the Papua New Guinea University of Technology. Emphasized are the technical aspects of developing the unit, especially in a developing nation. Specifications for equipment are provided, and production procedures are detailed. Quality control and problems encountered are described. Appendixes include a timetable of the project, a list of suppliers, and a proposal for accommodations and staffing for the project. A sample of the microfiche produced by the unit is included in the original printed document. (17 references) (EW)

ED 302 226 IR 013 647

Gourgey, Annette; And Others
Computer-Assisted Instruction Evaluation Report, 1983-1984 School Year. DRET Report No. 21.
Newark City School District, N.J.
PUB DATE- Jun 84
NOTE- 233p.; Prepared by the Division of Research, Evaluation and Testing.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; Comparative Analysis; *Computer Assisted Instruction; Elementary Secondary Education; *Enrichment Activities; Evaluation Criteria; Intermode Differences; Mathematics Instruction; *Program Evaluation; Reading Instruction; *Remedial Instruction; School Districts
IDENTIFIERS- *Newark School System NJ

Designed to improve student achievement in reading, language arts, and mathematics, the computer-assisted instruction (CAI) program in the Newark, New Jersey, schools comprises a regular component for remedial and average-achieving students, an enrichment component for higher achieving students, and a bilingual component for students having limited proficiency in English. An evaluation of the program's effectiveness showed that: (1) the regular CAI program for mathematics and reading was more beneficial for students qualifying for remedial services than for average achievers; (2) the most effective management strategies were affective encouragement in reading and coordinated instruction in mathematics; (3) elementary students in the enrichment program scored higher in vocabulary but not in reading comprehension than nonparticipants; (4) students in the mathematics enrichment program scored higher than nonparticipants in both math computation and concepts and applications; (5) ninth grade algebra students in the program scored higher than nonparticipants in math computation but not in concepts and applications; (6) students in the bilingual program who were initially the most proficient in English had the smallest returns, but spent the most time on the computer; (7) the reading comprehension component was more effective for sixth grade students than for fourth and fifth graders; (8) CAI-developed skills in English proficiency at the primary level seemed to have no effect on academic achievement; and (9) participation in the CAI program did not significantly assist the performance of students in the upper grades in either English proficiency or mathematics. Six recommendations based on these findings conclude the report. The text is supplemented by 76 tables and 6 appendices that include 2 extensive companion studies: (1) "Reading Competencies and Reading Comprehension"; and (2) "The Impact of Computer-Assisted Instruction on Mathematics Learning Gains of Elementary and Secondary Students." (EW)

ED 302 227 IR 013 648

Guelph Symposium on Computer Conferencing Proceedings (2nd, Guelph, Ontario, Canada, June 1-4, 1987).

Guelph Univ. (Ontario).
REPORT NO.- ISBN-0-88955-113-8
PUB DATE- Jun 87
NOTE- 323p.
AVAILABLE FROM- Office for Educational Practice, Raithby House, University of Guelph, Guelph, Ontario, Canada N1G 2W1 ($16.50).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Distance Education; *Educational Technology; *Electronic Mail; Foreign Countries; Higher Education; *Information Networks; *Instructional Development; *Teleconferencing
IDENTIFIERS- Canada; Denmark; Thailand; United Kingdom; United States

This proceedings provides the texts of opening remarks, the official welcome, and 37 papers presented at an international symposium on the theme, "Computer Conferencing: Allied Technologies and New Applications." The papers are divided into seven categories: (1) Distance and Adult Education; (2) Socio-Psychological Issues; (3) Computer Conferencing Applications; (4) General Educational Issues; (5) Electronic Conferencing and Beyond; (6) Electronic Message Interchange; and (7) Research Applications of Computer Conferencing. The text is supplemented by various figures, and most papers have reference lists. (EW)

ED 302 228 IR 013 649

Murray, William R.
Control for Intelligent Tutoring Systems: A Comparison of Blackboard Architectures and Discourse Management Networks. Report No. R-6267.
FMC Corp., Santa Clara, CA. Central Engineering Labs.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- Sep 88
NOTE- 42p.
CONTRACT- N00014
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Computer System Design; *Design Requirements; *Instructional Development; Models; Networks; *Programing
IDENTIFIERS- *Computer Architecture; *Intelligent Tutoring Systems

This paper compares two alternative computer architectures that have been proposed to provide the control mechanism that enables an intelligent tutoring system to decide what instructional action to perform next, i.e., discourse management networks and blackboards. The claim that an intelligent tutoring system controlled by a blackboard architecture can deliver significantly more effective and flexible instruction than one controlled by a discourse management network is supported by considering an architectural formalization of each architecture and the way in which its key components facilitate or hamper the dynamic planning of instruction. The relationship between this ability to plan instruction dynamically and to generate effective and flexible instruction is also supported. To ground these discussions, two examples of each architecture are provided: GUIDON and MENO-TUTOR exemplify discourse planners implemented as discourse management networks, while IDE-INTERPRETER and the BLACKBOARD INSTRUCTIONAL PLANNER exemplify planners implemented in the blackboard architecture. Application of each architecture to control an intelligent tutoring system to teach LISP is also considered to further illustrate differences in capability that result from choice of architecture. The text is supplemented by 7 figures, and a 13-item bibliography is provided. (EW)

ED 302 229 IR 013 650

Mazrui, K.; And Others

Designing and Writing of Distance Education Materials for Basic Education and Development Training Programmes. A Report on the 1987 Workshop Series.

Nairobi Univ. (Kenya). Coll. of Adult and Distance Education.

SPONS. AGENCY- German Foundation for International Development, Bonn (West Germany).

REPORT NO.- DOK-1475-A/a

PUB DATE- 87

NOTE- 58p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Education; Correspondence Study; *Developing Nations; *Distance Education; Foreign Countries; Illustrations; Instructional Design; *Instructional Materials; Literacy Education; *Material Development; Postsecondary Education; Production Techniques; *Program Evaluation; Secondary Education; Skill Development; Teacher Education; *Workshops

IDENTIFIERS- *Africa (East)

A series of two 2-week workshops was conducted in East Africa in 1987 by the German Foundation for International Development to assist educators in the development of instructional materials for distance and adult education. These workshops were designed to: (1) bring together writers of distance education materials to share their experiences and learn together; (2) build a core of experienced distance education materials designers and writers who would disseminate their skills throughout the region; (3) familiarize course writers with what is involved in a distance education system; (4) equip course writers with the skills needed to design a specific correspondence course; and (5) have course writers plan, develop, and write a unit for a specific course. Topics covered in the workshops included the essential elements of distance education; the characteristics and needs of distance learners; course development for distance education; course production; assessment of learners; and testing and evaluating the course materials. More than 20 participants from Kenya, Somalia, and Tanzania met in March for 2 weeks, then returned to their institutions and completed the units outlined and designed at the workshop. They met again August for 2 weeks to present their units and have them commented on by other participants and facilitators. Five publications which constituted the basic documentation for the workshops are listed, and three appendixes provide the results of summative evaluations of the workshops, a list of participants, and a list of units produced at workshops in 1985-1987. (EW)

ED 302 230 IR 013 651

Burbank, Lucille; Pett, Dennis
Designing Instructional Materials: Some Guidelines.
PUB DATE- Oct 88
NOTE- 16p.; Paper presented at the Annual Meeting of the International Visual Literacy Association (Blacksburg, VA, October 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Aids; *Design Requirements; Guidelines; *Instructional Design; *Instructional Materials; *Material Development; Visual Stimuli

Guidelines for the design of instructional materials are outlined in this paper. The principles of design are presented in five major categories: (1) general design (structural appeal and personal appeal); (2) instructional design (attention, memory, concept learning, and attitude change); (3) visual design (media considerations, pictures, graphs and diagrams, words-projected, words-print, and color); (4) text design (content and writing style); and (5) audio design (functions, structure, and the recording). A brief description is provided for each of the various facets of the principles listed. (14 references) (EW)

ED 302 231 IR 013 652

Denenberg, Stewart A.
Developing Reasoning Skills in College Freshmen Using Computer Programming, Collaborative Problem-Solving, and Writing.

PUB DATE- 88
NOTE- 18p.; Paper presented at the Annual Great Lakes/East Coast LOGO Conference (Cleveland, OH, May 6-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *College Freshmen; Discovery Learning; Higher Education; *Problem Solving; *Programing; Skill Development; *Teaching Methods; *Writing Processes
IDENTIFIERS- *LOGO Programing Language; State University of New York Coll at Plattsburgh

This paper describes part of a course for college freshmen entitled "Computation, Reasoning, and Problem Solving," which uses the LOGO programming language to integrate computer programming skills, collaborative problem solving skills, and writing skills. Discussion of the computer programming component includes two of the LOGO problem sets, which compare a priori and a posteriori reasoning, one at the beginning and one at the intermediate level. It is noted that a problem is presented at each level, the LOGO skills necessary to approach the problem are provided, and a guided interaction between the teacher and the student occurs. The two major techniques used to teach collaborative problem-solving are then discussed, i.e., the use of projects that facilitate collaborative learning via top-down design and the Whimbey and Lochhead's "Problem Solving and Comprehension" (1986). The types of writing assignments required by the course are also described, and a summary of the results achieved in teaching the course over the past five years concludes the report. The text is supplemented by two figures and five tables, and sample course materials and an evaluation questionnaire for students are appended. (5 references) (EW)

ED 302 232 IR 013 653

Gilman, David A.; Brantley, Tamara

The Effects of Computer-Assisted Instruction on Achievement, Problem-Solving Skills, Computer Skills, and Attitude. A Study of an Experimental Program at Marrs Elementary School, Mount Vernon, Indiana.

Indiana State Univ., Terre Haute. Professional School Services.

SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.

PUB DATE- Aug 88
NOTE- 53p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Environment; Comparative Analysis; *Computer Assisted Instruction; Computer Literacy; Conventional Instruction; Elementary Education; Grade 4; *Intermode Differences; Pretests Posttests; *Problem Solving; Skill Development; *Student Attitudes; *Teacher Attitudes

Two self-contained fourth grade classrooms were compared during a 1-year study conducted in a small rural community in Indiana. Pre-test measures consisted of the previous year's third grade scores on the Cognitive Abilities test and a self-developed inventory of attitude toward school and computers. The control group (n=28) received instruction throughout the study via traditional teaching methods with one computer available to the class. The experimental group (n=29), with a student/computer ratio of 2:1, began the year by learning keyboarding and becoming familiar with the computer system and the available variety of software, as well as attending to the traditional lessons with their teacher. After this initial instruction, these students spent a minimum of two hours per day at the computer, either alone, or with a partner, working with software from all areas of typical daily instruction. The measures of posttest performance for the two groups compared computer skills mastered; problem solving ability; and the Iowa Test of Basic Skills Reading, Math, and Composite Subtests. Both the raw scores on these measures and the scores adjusted for differences in intelligence were compared. Student attitudes toward school and computers, and teacher perceptions of student abilities were also compared. Although the experimental group had significantly higher scores on the computer skills test, none of the other measures produced significant results. Five appendixes and two supplemental analyses provide the study data and statistical analyses, sample measuring instruments, and a list of computer skills objectives. Ten references are included. (EW)

ED 302 233 IR 013 655

The Asian Seminar on Educational Technology (4th, Tokyo, Japan, October 10-19, 1985). Final Report.

Japan Council of Educational Technology Centers, Tokyo.; Japanese National Commission for UNESCO, Tokyo.

PUB DATE- Oct 85
NOTE- 131p.; The Third Programming Cycle of APEID (Asia and the Pacific Programme of Educational Innovation for Development) Activities.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; Computer Science Education; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; *Microcomputers; *Preservice Teacher Education; *Teacher Certification
IDENTIFIERS- *Asia Pacific Region

This report of an international seminar which examined the utilization of advanced educational technology for the promotion of teacher education in the countries of the Asia and Pacific region is divided into six chapters: (1) an introduction providing background information, the purpose and themes of the seminar, and brief descriptions of the participants and seminar activities; (2) individual reports of activities in the countries represented at the seminar, i.e., Australia, India, the Republic of Korea, Malaysia, the Philippines, Thailand, and Japan; (3) a synthesis of the discussions of problems and issues common to the participating countries; (4) descriptions of study visits to Kyoto University of Education, the Kyoto Municipal Science Centre for Youth, the Ooizumi Campus of Tokyo Gakugei University, the National Institute of MultiMedia Education and the University of the Air, and the Library and the Center for Educational Technology in Tokyo Gakugei University; (5) a summary of the introductory talk by Yasutaka Shimizu, who provided a detailed overview of the use of advanced communication methods and education/training technology in Japan; and (6) recommendations formulated by the participants in the seminar for promoting the use of educational technology in teacher education in the Asia and Pacific region. Appended materials include the text of the greetings of the hosts, a schedule and agenda of the seminar events, a list of the participants, and a list of the members of the organizing committee. (EW)

ED 302 234   IR 013 656

Heck, William P.; And Others

Guidelines for Evaluating Computerized Instructional Materials. Second Edition.

National Council of Teachers of Mathematics, Inc., Reston, Va.

REPORT NO.- ISBN-0-87353-219-8
PUB DATE- 84
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Elementary Secondary Education; *Evaluation Criteria; Guidelines; Higher Education; *Instructional Effectiveness; *Instructional Material Evaluation
IDENTIFIERS- Software Evaluation; *Software Selection

This document presents guidelines for evaluating computerized instructional materials. Included are reference sources, suggestions for evaluation criteria, guidelines for both software and documentation evaluation, and forms that can be used in the evaluation process. Five separately labeled reference lists contain citations for approximately 100 items. (EW)

Merriam, Joyce

Helping College-Bound Students Develop Higher Levels of Information Literacy: A Report on a Study of Selected School Library Media Programs in Massachusetts.

PUB DATE- Aug 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Bound Students; Computer Literacy; *Critical Thinking; Curriculum Development; Information Seeking; *Learning Resources Centers; *Library Instruction; Library Role; *Media Specialists; *Models; Online Systems; Optical Data Disks; School Libraries; Secondary Education; Teaching Styles; *Technological Advancement; Users (Information)

Two activities were undertaken for this examination of the growing potential of school library media programs to promote the development of higher levels of information literacy in college-bound students. First, visits were made to 30 high schools in Massachusetts which differed in their library programs as well as in a wide range of quantitative measures, including size of student body, size of book and periodical collections, numbers of professional and support staff, size of facilities, and budgets. The second activity entailed reading books and articles relevant to information literacy and summarizing findings and impressions from a selection of these readings. Pertinent information relating to programs in individual schools is also discussed, such as general observations about the school library collection, the writing program, online databases and CD-ROM, and periodicals, microforms, and collection development. It is concluded that school library media programs have a growing potential to promote the development of higher levels of information literacy in college-bound students, particularly those who have been introduced to electronic technologies that access and retrieve information quickly. Ten recommendations are presented, and three appendixes provide the names of school library media centers and staff visited; data on collections of print materials; and lists of the 20 magazines most commonly requested by high school students as identified by three prior studies. (64 references/notes) (CGD)

Gustafson, Julia Chance

A Library Research Manual for College of Wooster Students with a Specific Learning Disability.

Wooster Coll., OH. Andrews Library.
PUB DATE- Aug 87
NOTE- 100p.; For a related document, see ED 297 747.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Check Lists; *Cognitive Style; *College Students; Guidelines; Higher Education; *Information Seeking; Information Sources; *Learning Disabilities; Library Instruction; *Library Skills; Search Strategies; *User Needs (Information); Worksheets
IDENTIFIERS- College of Wooster OH

This introduction to the library system at the College of Wooster in Ohio provides pertinent advice and information that is designed to enable the student with a specific learning disability to become an effective library user. Following the introductory chapter, which includes descriptions of the audience for whom the manual is written and how it is to be used, the following topics are covered: (1) library environment strategies for specific personality preferences; (2) learning locations in the library; (3) asking for assistance; (4) finding information and taking notes; (5) understanding call number symbols and finding sources; (6) developing an efficient library search strategy; and (7) allowing enough time for library research. Four appendixes include worksheets for students; a discussion of the characteristics of persons with specific learning disabilities; a check list for determining the preferred learning styles of individuals; and a bibliography of recommended readings and other related research sources. (CGD)

ED 302 237 IR 052 568

Nassar, Nancy
CD-ROM: The Silent Revolution.
PUB DATE- 1 Aug 88
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Comparative Analysis; Computer Literacy; *Databases; Higher Education; *Information Retrieval; *Information Storage; Intermediate Grades; Learning Resources Centers; Library Role; Literature Reviews; *Optical Data Disks; Questionnaires; School Libraries; Secondary Education; Technological Advancement; Users (Information)
IDENTIFIERS- *DIALOG

A review of the literature was undertaken to determine whether purchasing DIALOG in the CD-ROM format or subscribing to the DIALOG online format would be the better solution for middle school students interested in information retrieval. This report begins by stating the problem and defining common computer terms. A review of the related literature is then presented which addresses the following subject areas: (1) dreams of tomorrow; (2) CD-ROM (compact disc read-only memory) development; (3) CD-I (compact disc interactive) development; (4) the development of CD-THOR, a compact disc system on which digital data can be stored, retrieved, and erased repeatedly; (5) databases on CD-ROM; (6) replacing the card catalog; (7) DIALOG's online information retrieval services; (8) library services; (9) librarians; (10) school librarians; (11) library of the future; (12) security; (13) benefits; (14) problems; (15) costs; and (16) predictions. On the basis of the literature review, it was concluded that, although CD-ROM is the state-of-the-art in storage and retrieval systems and the system of the future, its cost is currently prohibitive for school districts, and the less frequent updating of the CD-ROM databases makes them less desirable than online systems for use in the middle school. Appendixes include compact-disc player sales statistics; an outline of the storage capacity of CD-ROM for various forms of media; comparisons of the costs of online searching and CD-ROM; and a transmittal letter and questionnaire addressed to computer literacy teachers. (25 references and 44 endnotes) (CGD)

ED 302 238 IR 052 569

End-Users/Public Access. Reprints from the Best of "ONLINE" and "DATABASE."
Online, Inc., Weston, CT.
PUB DATE- 88
NOTE- 152p.; For other volumes in this series, see IR 052 570-572.
AVAILABLE FROM- ONLINE, Inc., 11 Tannery Lane, Weston, CT 06883.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Computer Graphics; Computer Simulation; Computer Software; *Databases; Higher Education; *Online Searching; *Online Systems; *Optical Data Disks; *Optical Disks; Technological Advancement; *Users (Information)
IDENTIFIERS- Boolean Logic; *DIALOG; ERIC; OCLC

Reprints of 20 articles pertaining to the topics of end-users and public access appear in this volume, which is one in a series of volumes of reprints from "ONLINE" and "DATABASE" magazines. Edited for information professionals who use electronically distributed databases, these articles address such topics as: (1) managing a compact disc read-only memory (CD-ROM) installation; (2) organizing an extensive laserdisk installation; (3) DIALTWIG; (4) simulating an online search; (5) end-user searching in a large library network; (6) using INFOTRAC in university libraries; (7) using computer graphics to train end-users; (8) ERIC on CD-ROM; (9) SearchMaster for the end-user; and (10) eliminating fees for online searching services in a university library. The articles and columns appearing in this volume have been selected from "ONLINE" and "DATABASE" issues from 1985 through early 1988, with the majority in the 1986-1987 period. (CGD)

ED 302 239 IR 052 570

Library Micro-Computing, Vol. 1. Reprints from the Best of "ONLINE" and "DATABASE."

Online, Inc., Weston, CT.

PUB DATE- 88

NOTE- 116p.; For Vol. 2, see IR 052 571; for other volumes in this series, see IR 052 569-572.

AVAILABLE FROM- ONLINE, Inc., 11 Tannery Lane, Weston, CT 06883.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - General (020) Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Information; *Computer Graphics; *Computer Software; *Information Retrieval; Management Information Systems; Medical Libraries; *Microcomputers; Online Searching; Programing; Slides; Special Libraries; *Technological Advancement; *Users (Information)

Reprints of 18 articles pertaining to library microcomputing appear in this collection, the first of two volumes on this topic in a series of volumes of reprints from "ONLINE" and "DATABASE" magazines. Edited for information professionals who use electronically distributed databases, these articles address such topics as: (1) an integrated library system for a microcomputer; (2) desktop publishing in libraries; (3) color displays and information retrieval; (4) ordering slides via modem; (5) making a hard disk easy; and (5) downloading and post-processing online numeric data. The articles and columns appearing in this volume have been selected from "ONLINE" and "DATABASE" issues from 1985 through early 1988, with the majority in the 1986-1987 period. (CGD)

ED 302 240 IR 052 571

Library Micro-Computing, Vol. 2. Reprints from the Best of "ONLINE" and "DATABASE."

Online, Inc., Weston, CT.
PUB DATE- 87
NOTE- 132p.; For Vol. 1, see IR 052 570; for other volumes in this series, see IR 052569-572.
AVAILABLE FROM- ONLINE, Inc., 11 Tannery Lane, Weston, CT 06883.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Artificial Intelligence; Bibliographies; *Computer Software; *Database Management Systems; Electronic Mail; Higher Education; Management Information Systems; Medical Libraries; *Microcomputers; *Online Searching; Special Libraries; *Technological Advancement; *Users (Information)
IDENTIFIERS- DIALOG; *Spreadsheets; Workstations

Reprints of 19 articles pertaining to library microcomputing appear in this collection, the second of two volumes on this topic in a series of volumes of reprints from "ONLINE" and "DATABASE" magazines. Edited for information professionals who use electronically distributed databases, these articles address such topics as: (1) the searcher's workstation; (2) DIALOG's search assistance software; (3) electronic mail for the online professional; (4) maximizing the power of an electronic spreadsheet; (5) help in choosing microcomputer software and hardware; and (6) the IBM personal computer as an online search machine. The articles and columns appearing in this volume have been selected from "ONLINE" and "DATABASE" issues from 1985 though early 1988, with the majority in the 1986-1987 period. (CGD)

ED 302 241 IR 052 572

Database Search Strategies & Tips. Reprints from the Best of "ONLINE" and "DATABASE."
Online, Inc., Weston, CT.
PUB DATE- 88
NOTE- 101p.; For other volumes in this series, see IR 052 569-571.
AVAILABLE FROM- ONLINE, Inc., 11 Tannery Lane, Weston, CT 06883.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Computer Graphics; Computer Software; *Databases; Expenditures; Higher Education; *Information Seeking; *Online Searching; *Search Strategies; *Technological Advancement; Telecommunications; *Users (Information)
IDENTIFIERS- Spreadsheets

Reprints of 17 articles presenting strategies and tips for searching databases online appear in this collection, which is one in a series of volumes of reprints from "ONLINE" and "DATABASE" magazines. Edited for information professionals who use electronically distributed databases, these articles address such topics as: (1) searching full-text periodicals; (2) how to use information search tactics online; (3) false drops; (4) graphing online searches with Lotus 1-2-3; (5) online and offline printing; and (6) tailoring search strategies for highly specialized topics. The articles and columns appearing in this volume have been selected from "ONLINE" and "DATABASE" issues from 1985 through early 1988, with the majority in the 1986-1987 period. (CGD)

ED 302 242 IR 052 578

Peek, Robin

An Introduction to Information Behaviors and Their Relationship to Educational Research.

PUB DATE- Apr 88

NOTE- 16p.; Paper presented at the New England Educational Research Organization Conference (Rockland, ME, April 27-29, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Patterns; *Cognitive Processes; *Educational Research; Information Needs; *Information Seeking; *Interviews; *Learning Strategies; Models; *User Needs (Information)

IDENTIFIERS- *Sense Making Approach

This paper introduces the contemporary research on information behaviors and applies it to educational research activities. Information behaviors are defined as the processes by which information users formulate their information needs, seek and observe sources, evaluate the sources, and then act upon the information. It is suggested that because education is an information transfer process, it is appropriate to transfer the information behaviors approach from the information and communications field to the education field. The particular approach discussed here is user-oriented, and the methodological techniques considered include Brenda Dervin's Sense-Making Approach, and more specifically, the Micro-Moment Time-Line Interview. These techniques are compared to traditional research methods, and it is argued that the traditional methods do not work as well as the user-oriented approaches because the assumptions that underlie traditional methods limit user responses. (31 references/10 additional readings) (Author/EW)

Logan, Elisabeth L.
Learning Modes and Online Behavior of Novice Searchers.
PUB DATE- May 88
NOTE- 8p.; Paper presented at the National Online Meeting (New York, NY, May 10-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; *Behavior Patterns; *Cognitive Style; *Cognitive Tests; Correlation; *Graduate Students; Higher Education; Information Seeking; Library Education; *Online Searching; *Search Strategies
IDENTIFIERS- Boolean Search Strategy; Florida State University

This study investigated the relationships between the online searching behavior of novice searchers and three measures of learning style--the Learning Style Inventory (LSI), the Remote Association Test (RAT), and the Symbolic Reasoning Test (SRT). The three tests were administered to 76 graduate students during the first class meeting of a beginning online searching course. Five measures of online behavior were then applied to printouts from two searching assignments completed by the students: (1) cycles; (2) commands; (3) descriptors; (4) connect time; and (5) references. After the end of the course and assignment of grades, scores were recorded from the LSI, RAT, and SRT and from the measures of online behavior taken from printouts of the two assigned searches. Analysis of these data showed some consistent relationships between modes of learning measured by the LSI and online searching behavior. Novice searchers who ranked in the assimilation quadrant tended to spend more time online, enter more commands, complete more cycles, key in more descriptors, and print more references during a search. Those who ranked in the accommodation quadrant tended to spend less time online, enter fewer commands, complete fewer cycles, key in fewer descriptors, and print fewer references. While these measures do not attempt to evaluate the results of a search, the findings of this study have implications for the selection and training of online searchers. (Author/CGD)

ED 302 244   IR 052 580

Gratch, Bonnie; And Others
Libraries and Learning Resources Strategic Plan, 1988/89-1992/93.
Bowling Green State Univ., Ohio. Libraries.
PUB DATE- Aug 88
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; Access to Information; Administrative Organization; Higher Education; Library Administration; Library Automation; Library Planning; Library Services; *Long Range Planning; *Mission Statements; *Organizational Objectives; *Policy; *Technological Advancement; Users (Information)
IDENTIFIERS- *Task Force Approach

This report of the Libraries and Learning Resource (LLR) Strategic Planning Task Force, which devised a 5-year strategic plan to serve as a road map for the next 3 to 5 years for libraries and learning resources staff, is divided into seven major sections: (1) the introduction, which discusses the development of the plan; (2) a brief summary of the responses of the various library units to the question of what each unit considered to be its strengths; (3) the results of an environmental analysis focusing on external conditions and forces that may or will affect LLR and their implications for LLR; (4) a projection of what LLR should be in 1992/93; (5) the 5-year strategic plan with its overall strategy for reaching the projected vision; (6) recommendations for implementing the plan; and (7) appended materials, which include three short relevant documents reviewed for the strategic plan and a glossary of strategic planning terms. It is noted that items listed in the appendix but omitted from this report are available from the Dean's Office at the university. (CGD)

ED 302 245 IR 052 581

Library Statistics of Colleges and Universities, 1985: National Summaries, State Summaries, Institutional Tables.

Center for Education Statistics (OERI/ED), Washington, DC.

SPONS. AGENCY- Association of Coll. and Research Libraries, Chicago, Ill.
REPORT NO.- ISBN-0-8389-7147-4
PUB DATE- 87
NOTE- 251p.; For the 1982 report, see ED 253 249. Small print in tables may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Collections; *Library Expenditures; *Library Personnel; *Library Services; *Library Statistics; Library Surveys; National Surveys; Statistical Distributions

This report is based on data gathered in a 1985 survey of college and university libraries conducted as part of the Higher Education General Information Survey XX (HEGIS XX). Data are presented in 17 tables, which are divided into national summaries (tables 1-6), summaries by state (tables 7-10), and institutional data (tables 11-15); there are also two tables from the Center of Education bulletin, "College and University Libraries, Fall 1985"). The first six tables present the data in the following categories: distribution of institutions of higher education by number of volumes and by number of titles of books, serials, and government documents held at the end of the year, and by institutional control, size, and type; total operating expenditures, or total selected special expenditures, and distribution of expenditures of higher education libraries by purpose and by institutional control, size, and type; and the number and percent of full-time equivalent library staff in institutions of higher education libraries by institutional control, type, and size. Similar categories of statistics are then analyzed and reported by state and by institution. A copy of the HEGIS XX questionnaire is included. (CGD)

ED 302 246 IR 052 582

State of California Long Range Program. Library Services and Construction Act, Fiscal Year 1989-1993.

California State Library, Sacramento.

PUB DATE- Oct 88
NOTE- 87p.; For the 1988-1992 report, see ED 297 753.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; Federal Aid; *Library Facilities; *Library Networks; *Library Services; *Long Range Planning; Needs Assessment; *Public Libraries; State Aid; State Legislation; State Libraries; State Programs
IDENTIFIERS- *California State Library; *Library Services and Construction Act

This paper describes the programs to be undertaken in the State of California for fiscal years 1989-1993 pursuant to the Library Services and Construction Act (LSCA). Introductory materials review the LSCA, the State Advisory Council on Libraries, the state's growth and development, a Legislative Statement of Intent, and the State Library's mission statement. A needs assessment prepared from several recent studies and reports is then presented, followed by a description of state and local resources including four types of libraries--public, state institutional resident, academic, and special--and networks. Plans for the use of federal funds and administration of grants under Titles I, II, and III are detailed, and implementation of LSCA priorities in these three titles are described. The evaluation of programs, dissemination of program information, and coordination of projects are also reported. Criteria for allocating funds for Titles I-III are described under the following categories: library services; library construction; and interlibrary cooperation, networking, and resource sharing. Although Titles IV and VI are not administered by the State Library, they are briefly discussed in terms of the State Library's interest in encouraging their activities. Five appendixes are included: (1) a listing of California public libraries; (2) a map of California library systems; (3) a directory of California library associations, networks, and systems; (4) a statement of policies for the award of LSCA Titles I and III; and (5) 25 references. (CGD)

ED 302 247 IR 052 583

Public Policy and Missouri Higher Education and Libraries. The Role of the Coordinating Board for Higher Education.

Missouri Coordinating Board for Higher Education, Jefferson City.

PUB DATE- Jan 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Budgets; Educational Objectives; Educational Planning; Higher Education; Public Libraries; *Public Policy; *State Agencies; State Aid; *State Boards of Education; State Libraries; State Programs
IDENTIFIERS- *Missouri

Designed to assist Missouri citizens in understanding the role played by the Missouri Coordinating Board for Higher Education, this guide begins by noting that the board performs four major functions: (1) statewide planning; (2) policy analysis; (3) academic program approval and review; and (4) budget recommendations to the Governor and General Assembly on operating and capital financing for 4-year colleges and universities and on state aid to community colleges and public libraries. Public policy goals for higher education, for the libraries that are administered by the board, and for academic and public libraries in Missouri are then presented and the major functions of the board are discussed. Public involvement through attendance at board meetings and hearings and four advisory committees is then briefly described. Information is also provided on the administrative responsibilities of the board, which include student grants, loans and scholarships, Missouri State and Wolfner Libraries, and oversight of Missouri's proprietary schools. Lists of board members for 1987 and citizens who have served on the board are included. (MES)

ED 302 248 IR 052 585

U.S.-U.S.S.R. Seminar on Access to Library Resources through Technology and Preservation (Washington, D.C., July 5-8, 1988). Papers by U.S. Participants.

American Council of Learned Societies, New York, N.Y.; International Research and Exchange Board, New York, N.Y.

SPONS. AGENCY- American Library Association, Chicago, Ill.
PUB DATE- Jul 88
NOTE- 104p.; For papers by U.S.S.R. participants, see IR 052 586. Quality of print varies.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Databases; *Information Technology; *Library Automation; Library Cooperation; *Library Materials; Library Role; Microforms; Preservation; Standards; State Programs
IDENTIFIERS- *Book Preservation; Library of Congress; New York

This document contains eight papers by American participants in the U.S.-U.S.S.R. Seminar on Access to Library Resources through Technology and Preservation: (1) "The Automation of Libraries and Information Services in the United States" (Richard De Gennaro); (2) "Databases: Issues in the Bibliographic Control of Information in a Computer Environment" (Henriette D. Avram); (3) "The Preservation of Knowledge: Strategies for a Global Society" (Patricia Battin); (4) "Library Cooperation: Prospects for International Action" (Susan K. Martin); (5) "Regional Conservation Centers in the United States" (Ann Russell); (6) "New York State Program for Conservation and Preservation of Library Research Materials" (Joseph F. Shubert); (7) "Microforms and Brittle Books" (Margaret M. Byrnes); and (8) "Library of Congress Preservation Office Deacidification Talk" (Peter G. Sparks). (MES)

ED 302 249 IR 052 586

U.S.-U.S.S.R. Seminar on Access to Library Resources through Technology and Preservation (Washington, D.C., July 5-8, 1988). Papers by U.S.S.R. Participants.

American Council of Learned Societies, New York, N.Y.; International Research and Exchange Board, New York, N.Y.

SPONS. AGENCY- American Library Association, Chicago, Ill.
PUB DATE- Jul 88
NOTE- 178p.; For papers by U.S. participants, see IR 052 585.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Cataloging; Computer Software; Foreign Countries; Government Libraries; Information Networks; *Information Technology; *Library Automation; Library Materials; Library Technical Processes; Microforms; Preservation; Scientific and Technical Information; Telecommunications
IDENTIFIERS- *Book Preservation; *USSR

This document contains 13 papers by Soviet participants in the U.S.-U.S.S.R. Seminar on Access to Library Resources through Technology and Preservation: (1) "Automation of Information-Library Work at Scientific and Technical Libraries of the U.S.S.R." (A. S. Sorokin and V. M. Rostovtsev); (2) "Automated Information Systems for Culture and Art" (A. P. Volik and A. P. Repin); (3) "The Automatized Preparation of State Bibliography" (Iurii Vladimirovich Torsuyev); (4) "Automated Bibliographical Processing of Documents in the Lenin State Library" (Aleksandr Nikolaevich Vostrikov); (5) "The Creation of Automated Information Library System of the U.S.S.R. Ministry of Culture" (A. P. Volik); (6) "The State Policy To Ensure the Preservation of the Library Stock in the Country" (Nikolai Semenovich Kartashov); (7) "Preservation of the Library Stocks in the Lenin State Library" (Z. P. Dvoriashina); (8) "Preservation of Book Collections in Regional Libraries" (Z. P. Dvoriashina); (9) "Microforms as a Means To Preserve Soviet Library Funds" (Iuliia Petrovna Niuksha; (10) "Document Stabilization in Libraries" (Iuliia Petrovna Niuksha); (11) "The Automatized Preparation of State Bibliography" (Iurii Torsuev); (12) "Software and Information Support for the Automatized System of the State Bibliography of the U.S.S.R." (A. A. Ratnikov); (13) and "State Bibliography Linguistic Support in the U.S.S.R." (A. A. Dzigo). (MES)

ED 302 250 IR 052 587

McNeely, Sandra

The Effectiveness of Teaching Research Skills in Library Instructional Centers through Cooperative Learning Groups. A Research Report.

PUB DATE- 88
NOTE- 65p.; Requirements for Master's Seminar, Prairie View A&M University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Conventional Instruction; Grade 4; *Instructional Effectiveness; Intermediate Grades; *Intermode Differences; *Learning Centers (Classroom); *Library Instruction; Small Group Instruction; *Teaching Methods

This study investigated the effectiveness of a library program utilizing learning centers combined with cooperative learning groups to teach research skills. Thirty-four fourth-grade students were randomly assigned to one of two groups. Students in Group A, the experimental group, were taught research skills in the library by progressing through six instructional learning centers in small cooperative groups over a 5-week period. The centers concentrated on the acquisition of specific research skills and were attentive to levels of ability and learning styles. Group B, the control group, received traditional classroom instruction on research skills. All subjects were then administered the SRA Achievement Test, and an analysis of the test scores on the reference materials portion indicated that Group A scored significantly higher than Group B. The results suggest that a library instructional center which provides multiple techniques and methods to meet various learning styles and levels of ability to teach research skills did have an impact on student achievement. The appendix includes a description of the learning centers and activities. (20 references) (Author/MES)

Jackson, Bill
Business Research Handbook.
Houston Univ., Tex. Libraries.
PUB DATE- Jul 88
NOTE- 63p.; For other handbooks of the University of Houston's Library Instruction Program, see IR 052 589-591.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; Business; Higher Education; *Library Instruction; *Library Materials; *Library Skills; Online Catalogs; *Reference Materials; *Research Skills; Search Strategies
IDENTIFIERS- *Business Research

This handbook is a guide to doing business research in a university library. Following library location and orientation information, the first section discusses the research paper, i.e., thinking about the topic and planning a research strategy, the flow of information over time, and evaluating sources. Finding and using books, journal articles, newspaper articles, government documents, and statistical information are covered in the next section. The third section explains how to find information on companies and industries. Sources to check when you are having trouble are also listed, and the appendix explains how to use the library's online catalog and serials list. (MES)

ED 302 252 IR 052 589

Hitchings, Donna, Ed.; Wilson, Thomas C., Ed.
Education Research Handbook.
Houston Univ., Tex. Libraries.
PUB DATE- Jul 88
NOTE- 60p.; A product of the Library Research Workbook Task Force. For other handbooks of the University of Houston's Library Instruction Program, see IR 052 588-591.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; *Educational Research; Higher Education; *Library Instruction; *Library Skills; *Research Skills; *Search Strategies

This handbook is designed as an introduction to the process of library research in the field of education. To illustrate the process, a sample topic is developed from a broad concept through a well-developed topic for a research paper. Following an overview of a successful research strategy, the chapters are organized in the order of a typical strategy: (1) encyclopedias, handbooks, and dictionaries; (2) library catalogs; (3) Library of Congress call numbers; (4) determining locations of books; (5) indexes; (6) locating journals and microforms; (7) finding government documents; (8) finding statistical information; (9) computer searching; (10) trouble-shooting; (11) evaluation of sources; and (12) formatting the final bibliography. (MES)

ED 302 253 IR 052 590

Hitchings, Donna, Ed.; And Others
Library Research Workbook. 3rd Edition, Revised.
Houston Univ., Tex. Libraries.
PUB DATE- May 88
NOTE- 115p.; For other workbooks and handbooks from the University of Houston Library Instruction Program, see IR 052 588-591.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Higher Education; *Library Instruction; *Library Materials; *Library Skills; *Reference Materials; *Research Skills; Search Strategies; Workbooks

Designed to be used in an English course at the University of Houston, this library skills workbook includes lessons and multiple-choice exercises on the following topics: (1) a floor plan of the main university library; (2) catalog records; (3) catalog access points; (4) using the catalogs; (5) locating books; (6) encyclopedias; (7) dictionaries; (8) almanacs and statistical sources; (9) general periodical indexes; (10) specialized periodical indexes; (11) biographical indexes; (12) newspaper indexes; (13) book review indexes; (14) statistical indexes; (15) government publications indexes; (16) locating journals and microforms; and (17) research strategy. (MES)

ED 302 254 IR 052 591

Maxfield, Sandy, Ed.; Kabus, Karl, Ed.
Using Quick Search.
Houston Univ., Tex. Libraries.
PUB DATE- 18 Aug 88
NOTE- 33p.; For related items from the University of Houston Library Instruction Program, see IR 052 588-590.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; Access to Information; *Databases; Guidelines; Higher Education; *Information Retrieval; Information Seeking; *Information Systems; Inquiry; *Library Services; Optical Data Disks; *Search Strategies; Users (Information); Worksheets
IDENTIFIERS- BRS After Dark; *Gateway Systems; Knowledge Index

This document is a guide to the use of Quick Search, a library service that provides access to more than 100 databases which contain references to journal articles and other research materials through two commercial systems--BRS After/Dark and DIALOG's Knowledge Index. The guide is divided into five sections: (1) Using Quick Search; (2) The Databases (choosing an appropriate database); (3) The Basics (search steps and commands); (4) Terms and Connectors (choosing subject search terms; fine tuning your search terms; choosing connectors to link concepts; writing out your search strategy; and using non-subject search terms); and (5) The Search (doing the search and printing results). Four appendixes are provided: Sample Searches; Databases; Command Summaries; and Sources for Further Reading. Quick Search strategy worksheets are included for use while reading the manual. (CGD)

Academic Libraries. A Comprehensive Study of Academic Libraries in Oklahoma. Annual Report.

Oklahoma State Regents for Higher Education, Oklahoma City.

PUB DATE- Dec 87
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Annual Reports; Higher Education; Information Technology; Library Automation; Library Expenditures; *Library Materials; *Library Planning; *Library Services; Library Statistics; Library Surveys; Microcomputers; *Needs Assessment; Questionnaires

This report of the results of the 1987 survey of higher education libraries in Oklahoma begins by briefly describing the development and refinement of the annual survey instrument used to help determine the needs of these libraries. The data tables and analyses are then presented by type of institution, i.e., 2-year colleges, 4-year colleges, and comprehensive institutions. Comprehensive statistical data on the resources and activities of the state's academic libraries are presented in 16 tables, together with commentaries about and analyses of the data. The final chapter presents a summary of the findings, which indicate that all institutions do well in the provisions for library resources and services within their current constrained budgets, but that the need to embrace costly new information technologies and lack of adequate funding place Oklahoma students and faculty in a position of having less than the national standard level of library resources for their scholarly and research endeavors. Appendixes include a list of the members of the library study advisory committee; comments on the data analysis; and the survey form. (CGD)

ED 302 256   IR 052 593

Molnar, John E.
Academic Library Facility Needs in Virginia's Public System of Higher Education. Report of the Council of Higher Education to the Governor and the General Assembly of Virginia.
Virginia State Council of Higher Education, Richmond.
SPONS. AGENCY- Virginia State General Assembly, Richmond. House.
REPORT NO.- VA-House-Doc-No-14
PUB DATE- 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Access to Information; *Government Role; Guidelines; Higher Education; Information Retrieval; Information Sources; *Information Storage; *Library Facilities; *Library Planning; Library Services; Library Standards; *Needs Assessment; Optical Data Disks
IDENTIFIERS- Task Force Approach; *Virginia

This report is a response to House Joint Resolution No. 32 of the 1986 General Assembly of Virginia that directed the Council of Higher Education to conduct a study of the academic library facility needs in Virginia's public system of higher education. In preparing its response to the resolution, the council incorporated much of the report of a task force it appointed to investigate the specific issues identified in the resolution, as well as advice from its Library Advisory Committee. The main body of the report is divided into five parts: (1) the role of the academic library in supporting the teaching and research mission of the academic institutions; (2) the library space requirements in Virginia's public system of higher education; (3) off-site housing of rarely used materials; (4) evolving technologies for the electronic storage of information resources; and (5) the council's conclusions and recommendations. The report offers a six-point plan to promote the effective and efficient use of library facilities, ensure full systemwide access to information resources through the use of advanced technological support systems, and control the need for future library construction in Virginia's public institutions of higher education. Both an executive summary of the report and a copy of House Joint Resolution No. 32 are included. (CGD)

ED 302 257 IR 052 594

Hanson, Mary Menair
A Bibliography of Materials for and about Adult New Readers. Bibliography of the Library Literacy Project, The Maine State Library.
Maine State Library, Augusta.
PUB DATE- 15 Sep 87
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Annotated Bibliographies; Learning Disabilities; Library Material Selection; Library Role; Library Services; Social Problems; *State Libraries; *Tutoring; *Users (Information)
IDENTIFIERS- Library Services and Construction Act

This report on one of the activities of the Maine State Library Literacy Project, which was funded in 1986 through the Library Literacy Program, Title VI of the Library Services and Construction Act (LSCA), presents discussions of literacy, adult new readers, literacy programs in libraries, serving adult new readers, selecting materials, and how to use these publications. A brief description of the 40-page bibliography which resulted from the project notes that it is aimed at assisting local librarians and volunteers in selecting the most appropriate and desired materials for use with adult new readers, and was developed to give the user as broad a picture as possible of available materials for readers below the fourth grade level, with a few selections at the fifth grade level. The bibliography, which is then presented, includes a list of bibliographies and guides; the names and addresses of publishers of materials for, and about, new adult readers; annotated lists of fiction books, biographies, and comprehension texts; listings of reading and word mastery materials, content area and vocational materials, and films; materials for tutors of new readers; materials for learners of English as a second language; and books on religion, values, and cultural subjects. (CGD)

ED 302 258 IR 052 595

Bock, Gunter, Ed.; Huttemann, Lutz, Ed.
Curriculum Adjustments in Information Studies Training Programmes in Africa. Proceedings of the Post-IFLA Conference Seminar (Bonn, West Germany, August 24-28, 1987).
German Foundation for International Development, Bonn (West Germany).

PUB DATE- Dec 87
NOTE- 238p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; *Continuing Education; Cultural Influences; Curriculum Development; *Developing Nations; Foreign Countries; Information Services; Interdisciplinary Approach; *Library Education; *Library Personnel; Library Science; Socioeconomic Influences; Surveys; *Training Methods; Use Studies
IDENTIFIERS- *Africa; *Harmonization (Curriculum); International Federation of Library Associations

Recommendations formulated and adopted by the participants in this seminar and summaries of discussions at the various sessions are followed by the full text of 17 papers presented at the meeting: (1) "The 'BID' Model Test of the Polytechnic of Hanover: Principles, Structures, Solutions and Problems of New Studies in the Field of Librarianship, Information and Documentation" (G. Bock, West Germany); (2) "Some Reflections on the London Colloquium" (O. C. Mascarenhas); (3) "Curriculum Adjustment Issues for Library and Information Training Programmes in Africa" (S. A. H. Abidi); (4) "Synopsis of Existing and Projected Training Programmes in the Field of Information Studies at Selected African Institutions" (G. Bock); (5) "Library, Documentation and Archival Training in Sudan" (C. Wesley); (6) "Library Education in Botswana" (J. R. Neill and K. J. Mchombu); (7) "Courses Offered in the Department of Library and Information Science at the Harare Polytechnic" (D. M. Thorpe, Zimbabwe); (8) "Curriculum Adjustments in Information Studies Training Programmes in Zambia" (O. N. Mohamedali); (9) "The Information Professions and the Search for a Functional Identity" (W. O. Aiyepeku); (10) "Curriculum Adjustments in Library and Information Training Programmes: Malawi Country Paper" (R. S. Mabomba); (11) "Education and Training in the Information Professions in Ethiopia" (G. Birru); (12) "The Situation of Library, Documentation and Archival Training in Kenya" (J. M. Ng'ang'a); (13) "Programmes of the East African School of Librarianship in Uganda" (S. A. H. Abidi); (14) "A Review of Library Education in Sierra Leone" (G. Jusu-Sheriff); (15) "Training for Librarians, Documentalists and Archivists in Tanzania" (O. C. Mascarenhas); (16) "The EBAD (Ecole de Bibliothecaires, Archivistes et Documentalistes) and Curriculum Harmonization" (A. F. Correa, Senegal); and (17) "Library, Documentation and Archival Training at the Ecole des Sciences de L'Information in Rabat" (O. Bekkari, Morocco). (CGD)

ED 302 259 IR 052 596

Baechtold, Marguerite
Early Childhood Library Programming: Identification and Demonstration of Competencies Needed. Narrative Report.
Western Michigan Univ., Kalamazoo. School of Librarianship.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 78
NOTE- 116p.; For a related report, see ED 188 627. Some bibliographies on colored paper may not reproduce well.
GRANT- G007702311
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Development; Community Resources; *Early Childhood Education; Family Role; Librarians; Library Facilities; Library Materials; *Library Services; Primary Education; Professional Continuing Education; *Public Libraries; Questionnaires; *School Libraries; Self Evaluation (Individuals); Surveys; User Needs (Information)

A survey and demonstration project was undertaken in 1977-78 to identify gaps in the professional preparation of library professionals who work with young children, and to develop and test short course offerings to improve the skills and competencies of school and public librarians. Questionnaires were sent to 400 school and public librarians in Illinois, Indiana, Michigan, and Ohio--100 from each state--whose names were drawn from membership lists for professional library associations. The initial responses, totalling 50.5%, were machine scored and an item analysis was prepared to identify suitable curriculum blocks for the instructional phase. Based on these findings, three areas of concentration for mini-courses were identified: child development and learning, development of activities, and program administration. More than 25% of the respondents indicated interest in short courses designed for early childhood library programs, underscoring the need for further continuing education efforts. The demonstration effort elucidated what can and cannot be accomplished in short courses designed to upgrade specific competencies of already qualified library professionals. The integration of this segment of library service into library education is advocated, and further research and demonstration efforts are suggested. The appendixes, which make up the major part of the report, contain the syllabi and materials for mini-courses in the three identified areas, including the pre- and post-tests, bibligrraphies, totaling 37 pages, and evaluations of the instructional program. (CGD)

ED 302 260 IR 052 597

Henry, Marcia; And Others
Electronic Library Instruction Program.
PUB DATE- 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Databases; Graduate Students; *Grants; Higher Education; Information Retrieval; Information Seeking; Information Systems; *Library Instruction; *Online Searching; Optical Data Disks; *Program Proposals; Statistics; Undergraduate Students; *Users (Information)
IDENTIFIERS- *California State University Northridge

This report describes the grant proposals which funded an end-user instruction program for upper division and graduate students enrolled at a state university in California, and reviews the implementation and the evolution of the online instruction program originally funded by a $3,500 California State University Northridge Instructional Improvement Grant. Statistics are provided on the usage by databases searched; observations of the five principal instructor-librarians; analyses of the evaluation forms completed by students; and projections for the co-existence of the online instruction program with the increasingly popular CD-ROMs.

Appendixes include: (1) the grant proposal and final reports; (2) a bibliography on online bibliographic databases; (3) a selective guide to database searching offering lower costs and simplified searching; (4) the student evaluation form; and (5) a sample flier for promoting faculty online seminars. (CGD)

ED 302 261 IR 052 598

Halsey, Kathleen F.
An Evaluation of Document Delivery Service to Interlibrary Loan: A Commercial Firm and a Traditional Library Source.
PUB DATE- Dec 88
NOTE- 78p.; M.S. Thesis, Cardinal Stritch College.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Libraries; Comparative Analysis; Copyrights; Delivery Systems; Higher Education; *Interlibrary Loans; *Library Services; Management Information Systems; Online Searching; Optical Data Disks; *State Programs
IDENTIFIERS- *Document Delivery Services; Private Sector; Public Sector; Telefacsimile; *University Microfilms International

This study was conducted at a midwestern university to determine whether a commercial firm can serve as a viable alternative to the conventional library source for academic interlibrary loan document delivery service. One hundred twenty-four identical article requests were ordered electronically and almost simultaneously from both the University Microfilms International (UMI) Article Clearinghouse (a commercial firm), and Wisconsin Interlibrary Services (WILS). Data were recorded for evaluating collection coverage, fill rate, turnaround time, document quality, and direct cost per article over 37 consecutive work days. It was found that UMI can provide photocopied articles of good quality but at a greater cost and without improvement in the turnaround time; many requests could not be directed to the company because of their limited coverage; and, for the number of requests made, the firm's fill rate was less than that of WILS. The following conclusions were reached: (1) even at greater expense, the interlibrary loan manager may find commercial firms convenient for handling copyright compliance and filling requests unavailable from traditional sources; (2) telefacsimile promises improvement in turnaround time; and (3) although WILS does an excellent job in meeting the university's interlibrary loan needs, commercial firms can also be utilized to broaden that kind of service. (32 references) (CGD)

ED 302 262 IR 052 599

Hagan, Norm A.
A Guide to Accessing Standards Information in Canada. Symposium Series.
Standards Council of Canada, Ottawa. Education Div.
REPORT NO.- ISBN-0-920360-40-8
PUB DATE- 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Information; Classification; Copyrights; Databases; Foreign Countries; *Government Role; Guidelines; Information Retrieval; *Information Sources; Management Information Systems; *Standards; *User Needs (Information)

This publication has been developed for use as an educational aid and practical reference guide to assessing standards information in Canada, where pressure has increased to implement existing standards and to develop new ones, and where increasing competition in international trade has emphasized the need for industries to comply with foreign standards. A logical approach to locating needed documents and information related to standards is provided in the guide, which is divided into seven chapters: (1) the who, what, and how of standards; (2) catalogues, directories, and databases containing information on standards; (3) the formats and classification of standards collections; (4) sources of information on standards; (5) obtaining copies of standards and other documents; (6) information on the Advisory Committee on Standards Information Services and the National Standards Information System of Canada (CANSIS); and (7) a directory of sources of information and documents. Also included are a bibliography containing both references and recommended readings and a list of acronyms used in the guide. (CGD)

ED 302 263 IR 052 600

Alleman, Virginia; Davis, Ramona

Library 110: Introduction to Library Resources. An Independent Study Course. Second Edition, Revised.

Golden West Coll., Huntington Beach, Calif.

PUB DATE- 86
NOTE- 96p.; Some pages use colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Higher Education; *Independent Study; *Library Instruction; *Library Materials; *Reference Materials; *Users (Information); Videotape Cassettes; Workbooks; Worksheets
IDENTIFIERS- Golden West College CA

This workbook is designed for use by students in conjunction with a one-unit college level independent study course with no formal group meeting or letter grades given. The workbook is designed to familiarize users with the facilities and resources of the college's library/learning center and aid in the development of skills that will be generally useful in whatever libraries the students encounter in the future. A single summary sheet briefly outlines directions for the students' use of the manual, and gives the dates that assignments are due. The five sections of the manual contain nine units: (1) preliminaries (procedures; orientation); (2) the card catalog (author/title section; subject section; parts of a catalog card; Dewey Decimal System, filing, shelving; pamphlets); (3) periodicals (periodicals and their indexes; specialized indexes; the library's own periodical list; newspapers and their indexes; Magazine Index; Search Helper); (4) reference (encyclopedias; dictionaries; biographical sources; statistical sources; Book Review Digest); and (5) conclusions (final exam; evaluation). Students are required to study the material presented in each unit, view the associated videotape if there is one, answer questions on worksheets following each unit, and complete the final examination and evaluation after progressing through the entire manual in the given sequence. (CGD)

ED 302 264 IR 052 601

Buckingham, Betty Jo, Ed.
Iowa and Some Iowans. A Bibliography for Schools and Libraries. Third Edition.
Iowa State Dept. of Education, Des Moines.
PUB DATE- 88
NOTE- 312p.; For a supplement to the second edition, see ED 227 842.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Authors; Books; Directories; Elementary Secondary Education; Fiction; History Instruction; Learning Resources Centers; *Local Color Writing; *Local History; Media Specialists; Nonfiction; School Libraries; *State History; United States History; United States Literature
IDENTIFIERS- *Iowa

Prepared primarily by the Iowa State Department of Education, this annotated bibliography of materials by Iowans or about Iowans is a revised third edition of the original 1969 publication. It both combines and expands the scope of the two major sections of previous editions, i.e., Iowan history and literature, and out-of-print materials are included if judged to be of sufficient interest. Nonfiction materials are listed by Dewey subject classification and fiction in alphabetical order by author/artist. Biographies and autobiographies are entered under the subject of the work or in the 920s. Each entry includes the author(s), title, bibliographic information, interest and reading levels, cataloging information, and an annotation. Author, title, and subject indexes are provided, as well as a list of the people indicated in the bibliography who were born or have resided in Iowa or who were or are considered to be Iowan authors, musicians, artists, or other Iowan creators. Directories of periodicals and annuals, selected sources of Iowa government documents of general interest, and publishers and producers are also provided. (CGD)

ED 302 265 IR 052 602

Smink, Nancy J.
Library Literacy Project, 1987-88. Pottsville, Pennsylvania, Free Public Library.
Pottsville Free Public Library, Pa.
PUB DATE- 87
NOTE- 50p.

GRANT- G008610911
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; *Adult Reading Programs; Computer Assisted Instruction; Correctional Institutions; *Courseware; Evaluation Methods; Library Personnel; *Library Services; *Literacy Education; *Outreach Programs; Poverty; *Public Libraries; Public Relations; Tutoring; Volunteer Training
IDENTIFIERS- Library Services and Construction Act

This project was undertaken by a public library to assess and address the continuing literacy needs of the local county's population. Comparison of the results of pre- and post-grant surveys conducted to determine the level of the residents' awareness of the problems of illiteracy showed an increase from 60% to 81% in the number who knew about the local literacy council. Volunteer tutors were recruited via an organized advertising campaign consisting of newspaper ads, radio spots, public speaking engagements, and printed brochures. Six series of training workshops were conducted and 48 volunteers completed the training to become certified tutors. Students were also recruited through an advertising campaign, which included radio spots, posters, and postcards. Thirty-one new students were matched up with tutors and four existing students were matched with new tutors. The library also acquired a microcomputer and 30 software programs appropriate for teaching reading and reinforcing newly acquired reading skills. The five attachments that make up the major part of this report include the literacy promotion contract; statements of the results of the awareness surveys and a copy of the questionnaire; a summary of the speaking engagements/presentations carried out by the literacy coordinator; copies of the mailings; an outline of the literacy workshop for tutors; a summary of the contract advertising; letters of support; assurances; a 23-item annotated list of the literacy software purchased; and the final financial status and performance report. (CGD)

ED 302 266   IR 052 603

Boaz, Martha
Library School Educational Program without Walls. Final Report, September 1975-August 1976 and Final Report, September 1976-August 1977.
University of Southern California, Los Angeles. School of Library Science.

SPONS. AGENCY- Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
PUB DATE- 77
NOTE- 31p.
GRANT- G007501991 G007603326
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Educational Opportunities; Higher Education; *Individualized Instruction; *Information Dissemination; *Library Schools; *Library Science; *Nontraditional Education; *Pacing; Pilot Projects; Public Relations
IDENTIFIERS- *Schools Without Walls

This document contains two reports on an independent, self-paced educational program in library and information science which was offered by the School of Library Science of the University of Southern California. The program was designed for persons who, because of financial, job-related, family, or other personal obligations, are unable to attend classes in the traditional, scheduled daily classroom study program. The two program periods discussed in the reports were September 1975 through August 1976 and September 1976 through August 1977. Each report includes: (1) a description of the major activities and accomplishments during the program period, including the number of courses offered, time schedules, the purpose of testing, and evaluation instruments; (2) significant findings and events; (3) an author abstract; (4) a brief introductory statement about the purpose, design, and evaluation methods of the program; (5) the methods and procedures used; (6) results obtained; (7) conclusions; and (8) an executive summary which details the objectives and scope of the study; the methodology and evaluation; effective and ineffective activities; significant associated planning data; recommendations; and conclusions. (CGD)

ED 302 267 IR 052 604

Condron, Lyn
Linking Project Procedure Manual for Using Dumb-Barcode Linking on GEAC.
Texas Woman's Univ., Denton. Library.
PUB DATE- Sep 88
NOTE- 19p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Libraries; *Cataloging; *Computers; Guidelines; Higher Education; *Information Systems; *Library Circulation; Library Science; *Library Services; Methods; *Online Systems; Worksheets
IDENTIFIERS- *Barcoding; Library of Congress Classification

This procedure manual is designed to assist cataloging staff members at a university library through the 10-step process of barcoding and linking books classified by the Library of Congress system to the library's GEAC online computer system. A brief introduction provides background information on the project. The procedures involved in each linking session are then detailed with a number of examples. Attachments to the manual include an outline of GEAC commands; a statistics form which is used by staff members to indicate the total number of books barcoded during one linking session; a master log; and a barcode log. (CGD)

ED 302 268 IR 052 605

New Directions for Educational Technology. Recommendations of the Joint Committee on Educational Technology.

Connecticut State Board of Education, Hartford.; Connecticut State Board of Higher Education, Hartford.

PUB DATE- 83
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Coordination; *Educational Technology; Educational Television; Elementary Secondary Education; Government Role; Guidelines; Higher Education; Information Retrieval; Instructional Improvement; *Leadership; *Needs Assessment; Networks; *Professional Training; Statewide Planning
IDENTIFIERS- *Task Force Approach

This report presents joint committee recommendations for improving the delivery of instruction in Connecticut schools and colleges through the effective coordination and use of educational technology. These recommendations are based on a review of the current use of educational technology in the state and studies by three task forces, who examined computers and instruction, information retrieval and transfer, and instructional television. The recommendations address hardware and software needs as well as individual techniques and delivery systems needed to assure that technology can further the state's educational goals. Individual recommendations are presented in four categories--coordination, information, leadership, and training--and the use of technology is addressed as both a learning tool and a subject of study. The report includes a report on the status of technology in Connecticut and a list of the task force members, who included representatives of elementary and secondary schools, colleges, universities, business, industry, and the general public. (CGD)

ED 302 269   IR 052 608

Hawes, Donaleen
Schools, Computers, and Learning Project. Interim Report #1 from the Kingston Regional Pilot Test Centre: A Description of the Research Setting.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-3749-4
PUB DATE- 88
NOTE- 124p.; Education and Technology Series.
CONTRACT- CEC01; ON04713
AVAILABLE FROM- MGS Publications Services, 880 Bay Street, 5th Floor, Toronto, Ontario M7A IN8 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); Boards of Education; Cognitive Style; *Computer Assisted Instruction; *Educational Policy; Elementary Education; Foreign Countries; Individual Needs; Language Arts; Methods; *Microcomputers; Music; Reports; School Administration; *Teaching Styles; *Technological Advancement
IDENTIFIERS- Canada; Ontario

This report describes the research setting for the Schools, Computers, and Learning Project, an ongoing longitudinal and multidimensional study of the mutual adaptation of classroom practice and computer technology. Following a brief discussion of the research intentions and an overview of the research methodology, the report is divided into five sections: (1) the research project (team, focus, methodology, and agendas in the language arts, social and environmental studies, music and the special needs student, mathematics, and a computational perspective on schooling); (2) the school as a project site (demography, programs, physical layout, and computer facilities and resources); (3) the school and the community (the neighborhood and the parent group); (4) the school and the board of education (board resources, policies, and computer initiatives); and (5) a detailed portrait of "Hampton" public school (grade by grade descriptions of K-6 teachers and classes as well as special teachers and administrators). It is noted that the school described here is the first of a group of regional pilot test centers, each of which will have a different focus; and the report is based on data gathered as the computers were being installed and as patterns of use were emerging, and is intended to serve as a foundation for subsequent reports on the evolution of computer use in the classroom. Seven tables, 13 figures, and references are provided. (CGD)

ED 302 270 IR 052 609

Coleman, Christopher David Gene

Some Characteristics of International Requests for Loans and Photocopies Handled by the Physical Sciences and Technology Libraries of the University of California, Los Angeles.

PUB DATE- May 86
NOTE- 329p.; M.L.S. Thesis, University of California at Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Developed Nations; Developing Nations; Foreign Countries; Higher Education; *Information Systems; *Interlibrary Loans; *Library Cooperation; Library Statistics; Physical Sciences; Questionnaires; Reprography; Surveys; Union Catalogs
IDENTIFIERS- Turnaround Time; *Universal Availability of Publications; *Universal Bibliographic Control

This study was designed to examine the degree of success of two current programs of the International Federation of Library Associations--Universal Availability of Publications (UAP) and Universal Bibliographic Control (UBC)--as they are seen from the point of view of one library. The data analyzed were culled from 237 interlibrary loan requests received from libraries outside the United States by the Physical Sciences and Technology Libraries' Interlibrary Services Section of the University of California at Los Angeles. The analyses considered various aspects of the requests and the borrowing institutions, together with the known responses of the Interlibrary Services Section as a lender. Control of the report literature was found to be unsatisfactory because libraries tend not to state whether they have verified titles in bibliographic or union catalogs, nor do they state if they make use of their national centers. Clarification of responses in the area of "incomplete" transactions and use of national centers to verify citations was sought through a postcard survey of Canadian libraries, which constituted the largest group of users. More investigation is needed in several areas of response to national and international interlibrary loans by U.S. libraries. Appendixes include notes on the variables and values; results of the questionnaire to Canadian libraries; the cover letter to Canadian libraries; a test of the questionnaire; and 75 tables. (27 notes/references; 17 references cited) (CGD)

ED 302 271 JC 880 449

Kessinger, Peter R.
Academic Development Plan, Honolulu Community College, 1987-1995.
Hawaii Univ., Honolulu. Honolulu Community Coll.
PUB DATE- Mar 88
NOTE- 160p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accreditation (Institutions); *College Planning; College Programs; Community Colleges; Educational Facilities; Enrollment; Faculty Development; Institutional Mission; *Long Range Planning; *Organizational Objectives; School Holding Power; School Personnel; Self Evaluation (Groups); Technical Education; Technological Advancement; Two Year Colleges
IDENTIFIERS- *University of Hawaii Honolulu Community College

This academic development plan outlines the priorities of Honolulu Community College (HCC) for the years 1987 to 1995. After providing a history and description of the campus, the report explains the planning process, which involved campus-wide participation by representatives of faculty, staff, and advisory committees. The report then discusses HCC's mission and broad goals; the external and internal factors and assumptions that provided the context for planning; and the results of HCC's accreditation study and Title III External Evaluation Report. Next, HCC's six priorities for 1987-1995 are identified. These priorities are to: (1) develop flexible and innovative learning opportunities; (2) develop HCC's potential capacity and its reputation as the primary comprehensive technical training center in Hawaii and the Asian-Pacific basin; (3) increase enrollment; (4) enhance student retention and service to new student populations; (5) create opportunities for faculty and staff to keep pace with state-of-the-art developments; and (6) utilize new technologies and integrate technological advances into the curriculum. The remainder of the report addresses staffing issues and plans; projected program activity levels and resource requirements; and physical facilities. (AJL)

ED 302 272 JC 880 474

LONESTAR: Texas Community Colleges Student Tracking System. Pilot Test Version 1.2. Implementation Manual.

National Center for Higher Education Management Systems, Boulder, Colo.

PUB DATE- Mar 88
NOTE- 169p.; For a related document, see JC 880 475.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Persistence; College Planning; Community Colleges; Computer Uses in Education; *Data Collection; Enrollment Trends; *Followup Studies; *Information Systems; Instructional Effectiveness; *Longitudinal Studies; *Outcomes of Education; Remedial Instruction; *Research Utilization; School Holding Power; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Texas

This manual documents procedures for implementing and maintaining LONESTAR, a computerized student tracking and follow-up system for Texas public community colleges. The system is designed to provide reports on the instructional effectiveness of each institution and on the effectiveness of remediation as a primary access point to higher education; and to collect accurate information on student retention, persistence, and enrollment behavior to support local planning. System specifications include: (1) a common method for defining and identifying the types of students to be tracked; (2) common procedures for determining how individual student tracking records should be constructed, handled, and maintained; (3) a set of commonly defined and coded data elements; and (4) common analytical procedures for producing reports. In addition to describing the basic design parameters of the system, the manual outlines procedures for assembling required data from existing institutional records, establishing longitudinal tracking files, and updating files. The manual also describes each report produced by the tracking system, including institutional reports designed to provide policy and planning guidance and state reports designed to communicate statistics on cohort progress and the effectiveness of remediation. These reports are described in terms of layout and

required calculations. Finally, brief guidelines are presented for interpreting and analyzing tracking data for institutional purposes. (AJL)

ED 302 273 JC 880 475

LONESTAR: Texas Community Colleges Student Tracking System. Pilot Test Version 1.2. Data Element Dictionary.

National Center for Higher Education Management Systems, Boulder, Colo.

PUB DATE- Mar 88

NOTE- 116p.; For a related document, see JC 880 474.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134)

DESCRIPTORS- Community Colleges; Databases; *Data Collection; Definitions; *Followup Studies; *Information Systems; *Longitudinal Studies; *Outcomes of Education; Statewide Planning; Two Year Colleges

IDENTIFIERS- *Data Elements; *Texas

This manual contains descriptions of all required and optional data elements used by LONESTAR, the computer-based student follow-up and tracking system developed for Texas community colleges. For each element, the following information is provided: (1) element title (i.e., the official name used in all references to the element in tracking system documents and communications); (2) element number (i.e., an identification number indicating the tracking system file in which the element resides and its position within that file); (3) indication of whether the element is required or optional; (4) short name for the element; (5) a full definition of the attribute or characteristic to which the element refers; (6) the source of the definition; (7) element type (i.e., numeric or alphanumeric); (8) element length in digits or characters; (9) code category; (10) descriptive name of the tracking system file in which the data element initially resides; and (11) the source of the data, including information on the data collection procedure used and the location of the data in the local student record system. The data elements are listed in the dictionary in the order in which they occur in tracking system files. An index provides a complete cross reference for all data elements in alphabetical order by element title. (AJL)

ED 302 274 JC 880 490

College Annual Reports, 1985-86. Volume 1: Narrative Descriptions.
Los Angeles Community Coll. District, Calif.
PUB DATE- May 87
NOTE- 182p.; For "Volume 2: Technical Information," see JC 880 491.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Annual Reports; Articulation (Education); College Administration; College Faculty; *College Planning; College Programs; College Role; Community Colleges; Community Services; *Educational Finance; Enrollment Trends; Fund Raising; *Institutional Characteristics; Institutional Mission; *Multicampus Districts; Organizational Objectives; Program Descriptions; School Community Relationship; Self Evaluation (Groups); Student Personnel Services; Two Year Colleges

This report provides a summary record of the achievements realized and the problems encountered by the nine colleges of the Los Angeles Community College District during the 1985-86 school year. First, a district overview highlights several positive and negative trends, including: (1) enrollment continued to decline, which brought the District to its lowest level since 1969; (2) English and mathematics programs resisted the enrollment declines, especially developmental courses; (3) the Board of Trustees' decision to reduce regular faculty positions in low vitality/high cost programs was the most significant action of the year; (4) human and physical resources in all areas were depleted, but the results were most apparent in support services and in the physical environment of the colleges; (5) efforts to encourage academic excellence and prepare students for transfer to four-year colleges were expanded; and (6) the aggressive pursuit of special funding by both administration and faculty led to substantial awards, especially in vocational areas. Next, narrative reports are presented for Los Angeles City College, East Los Angeles College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Trade-Technical College, Los Angeles Valley College, and West Los Angeles College. Each individual college report includes information on the college's mission, functions and goals; instructional programs; instructional support and student support services; community services; planning, research and development; community relations; and administrative services. (AJL)

ED 302 275 JC 880 491

College Annual Reports, 1985-86. Volume 2: Technical Information.
Los Angeles Community Coll. District, Calif.
PUB DATE- Aug 87
NOTE- 115p.; For "Volume 1: Narrative Descriptions," see JC 880 490.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Annual Reports; Articulation (Education); Attendance Patterns; College Transfer Students; *Community Colleges; Degrees (Academic); Educational Assessment; Educational Finance; *Educational Trends; Enrollment Trends; Expenditures; *Institutional Characteristics; *Multicampus Districts; Nontraditional Students; Population Distribution; Population Trends; School Personnel; School Statistics; Student Characteristics; Student Personnel Services; Trend Analysis; Two Year Colleges; Two Year College Students

Designed to help evaluate the past academic year by summarizing and consolidating both college- and district-wide information, this annual report provides technical information on the Los Angeles Community College District for 1985-86 and historical data for previous years when available. After initial sections offer an overview of the district and a data summary, the bulk of the report presents tables, figures, and accompanying narratives focusing on: (1) changing community demographics and attendance patterns; (2) enrollment characteristics, including the changes in the numbers and characteristics of the District's students since 1971; (3) program enrollments; (4) student retention rates, transfers to public four-year institutions in California, and degrees and certificates awarded; (5) services to special student groups (e.g., veterans, handicapped, and foreign students); (6) income sources for the District and expenditures by program and location; and (7) personnel distributions by ethnicity, sex, occupational category, and location. (AJL)

ED 302 276 JC 880 492

College Annual Reports, 1986-87. Volume 1: Narrative Descriptions.
Los Angeles Community Coll. District, Calif.
PUB DATE- May 88
NOTE- 233p.; For "Volume 2: Technical Information," see JC 880 493.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Annual Reports; Articulation (Education); College Administration; College Faculty; *College Planning; College Programs; College Role; Community Colleges; Community Services; *Educational Finance; Enrollment Trends; Fund Raising; *Institutional Characteristics; Institutional Mission; *Multicampus Districts; Organizational Objectives; Program Descriptions; School Community Relationship; Self Evaluation (Groups); Student Personnel Services; Two Year Colleges

A summary record is provided of the achievements realized and the problems encountered by the nine colleges of the Los Angeles Community College District during the 1986-87 school year. Following a district overview, the narrative reports of the nine colleges are presented. Each report includes information on the college's mission, functions and goals; instructional programs; instructional support and student support services; community services; planning, research, and development; community relations; and administrative services. Highlighted trends and achievements include the following: (1) the reversal of the four-year decline in District enrollment and weekly student hours; (2) the initiation of efforts to increase community visibility, such as selected mailings and media publicity, and improved articulation with high schools; (3) the change of the start of classes from August to September to facilitate the enrollment of mothers with school-age children; (4) the development of the Project for Adult College Education, which offers working adults 12 units of transfer credit per semester, with intensive evening and Saturday instruction; and (5) the continued attrition of resources in areas where no special funding was available. (AJL)

ED 302 277 JC 880 493

College Annual Reports, 1986-87 and 1987-88 Updates. Volume 2: Technical Information.

Los Angeles Community Coll. District, Calif.
PUB DATE- Jul 88
NOTE- 144p.; For "Volume 1: Narrative Descriptions," see JC 880 492.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Annual Reports; Articulation (Education); Attendance Patterns; College Transfer Students; *Community Colleges; Degrees (Academic); Educational Assessment; Educational Finance; *Educational Trends; Enrollment Trends; Expenditures; *Institutional Characteristics; *Multicampus Districts; Nontraditional Students; Population Distribution; Population Trends; School Personnel; School Statistics; Student Characteristics; Student Personnel Services; Trend Analysis; Two Year Colleges; Two Year College Students

Designed to aid the evaluation of the past academic year by summarizing and consolidating both college- and district-wide information, this annual report provides technical information on the Los Angeles Community College District for 1986-87 and 1987-88. The 1986-87 report begins with an overview of the district, followed by tables, figures, and accompanying narratives focusing on: (1) changing community demographics and attendance patterns; (2) enrollment trends, including the changes in the numbers and characteristics of the District's students since 1971; (3) program enrollments; (4) student retention rates, transfers to public four-year institutions in California, and degrees and certificates awarded; (5) services to special student groups (e.g., veterans, handicapped, and foreign students); (6) income sources for the District and expenditures by program and location; and (7) personnel distributions by ethnicity, sex, occupational category, and location. The 1987-88 section provides updated enrollment data for each college by sex, ethnicity, age, unit load, class level, time of attendance, and educational goal; information on summer session and telecourse enrollments; data on retention rates; and grade distributions by college. (AAC)

ED 302 278 JC 880 524

Caldwell, Noel L.
Instruction-Related Faculty Development Needs in a System of Two-Year Technical Colleges.
PUB DATE- Jun 88
NOTE- 11p.; Paper presented at the Annual Conference of the American Society for Engineering Education (Portland, OR, June 16-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Instruction; Community Colleges; Engineering Technology; *Faculty Development; Instructional Effectiveness; Instructional Improvement; Needs Assessment; State Surveys; *Teacher Attitudes; *Teaching Skills; *Technical Education; Two Year Colleges
IDENTIFIERS- *South Carolina

In 1985-86, a study was conducted to assess the instruction-related development needs of the faculty of South Carolina's two-year technical colleges. The study involved a survey of a sample of master teachers (N=120) in nine major discipline clusters at each of the system's 16 colleges to determine their perceptions of the instruction-related competencies needed by faculty. Subsequently, a second survey was conducted of 550 instructors and department heads at eight randomly selected colleges. Respondents were asked to rate their need for staff development in each of 66 identified competencies. Study findings, based on a 93.3% response rate to the first survey and a 78.7% response rate to the second, included the following: (1) all 63 competencies included in the first questionnaire plus an additional three competencies added by respondents were rated as either essential or desirable by at least 68.5% of the master teachers; (2) the competencies perceived to be most important dealt with instructional execution, management, and planning; (3) the majority of the respondents to the second survey felt that they had moderate, high, or great needs for developing 25 of the 66 competencies investigated; (4) most of these 25 competencies pertained to instructional execution, evaluation and planning, and program planning, development and evaluation; and (5) Engineering Technology faculty reported greater development needs than the faculty respondents in general with respect to the management and maintenance of instruments, equipment, and supplies for laboratory/shop courses; field trips; and supervision of student laboratory experiences. (AJL)

ED 302 279 JC 880 597

Chaffee, John
Teaching Critical Thinking across the Curriculum.
PUB DATE- Mar 88

NOTE- 21p.; Paper presented at the Annual Conference of the National Association for Developmental Education (12th, Orlando, FL, March 10-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Community Colleges; Course Content; *Critical Thinking; *Curriculum Enrichment; *Interdisciplinary Approach; Program Descriptions; Program Development; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *City University of New York La Guardia Comm Coll

The need for colleges to develop critical thinking skills in mainstream courses is emerging as an issue of national significance. Students benefit from clearly articulated and pedagogically sound courses that directly and explicitly teach thinking skills, as well as from efforts to reinforce these abilities across the curriculum. At LaGuardia Community College (LCC) in New York, the thinking skills program began with a course entitled "Critical Thought Skills," which seeks to develop students' writing, reading, and speaking skills; address basic thinking, reasoning, and problem-solving skills; and encourage students to explore their attitudes toward life and education. For the past four years, one section of the course has been paired with other courses selected from a variety of disciplines. The intellectual abilities taught in "Critical Thought Skills" are reinforced as the content of the two courses is integrated. Students enrolled in "Critical Thought Skills" paired with writing and reading courses have developed language skills at accelerated rates, through substantive writing assignments, critical evaluation of challenging readings, and thoughtful discussion. The pedagogical focus of the program stresses the relationship between what students are learning and their own experiences, building systematically from concrete, familiar contexts to more abstract, conceptual understandings. Thinking skills are taught through a process of synthesis, giving students the means to clarify and make sense of themselves and the world in which they live. The final elements in LCC's critical thinking program are faculty development, collaboration, and ownership of the program. (AJL)

ED 302 280 JC 880 611

Ast, Harley J.
Learning Styles: Implications for Curriculum and Instruction.
PUB DATE- Nov 88
NOTE- 19p.; Paper presented at the Alberta Association for Adult Literacy Conference (Calgary, Alberta, November 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Style; College Faculty; *College Instruction; College Students; Instructional Design; *Learning; Postsecondary Education; *Teacher Student Relationship; *Teaching Methods; *Teaching Styles

The identification of students' learning styles and the subsequent correlation of them with teaching styles have important implications for curricula and instruction. The cognitive, affective, and physiological aspects of learning style are based on genetic structure and personality and are affected by the individual's developmental and environmental characteristics. In order to match learning and teaching styles, teachers should be skilled in several styles in order to accommodate individual differences. Students should be provided with a variety of learning settings, resources, and instructional methodologies that will ultimately match their self-determined needs and goals. Students taught by their preferred method tend to achieve better, be more interested in the subject matter, like the way the subject is taught, and want to learn other subjects the same way. The matching of teaching/learning styles is accomplished either by adapting the environment to the existing skills of the learner or helping the individual to adapt successfully to the demands of the environment. Differences in learning styles cannot be accommodated on all occasions, but educators should make every effort to understand these differences and alter instructional style in those areas and at those times that modifications are possible. Efforts should also be made to adjust for affective and physiological dimensions of learning styles. Lists of instruments for assessing learning styles and types of learning and teaching styles are appended. (AJL)

ED 302 281 JC 890 005

Clagett, Craig A.

Discipline Cost Analysis for Fiscal Year 1988. Report to the Board of Trustees BT89-3.

Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.

PUB DATE- Dec 88
NOTE- 21p.; For the 1987 report, see ED 293 591.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Courses; Credit Courses; *Educational Finance; Full Time Equivalency; *Full Time Students; Intellectual Disciplines; Noncredit Courses; *Program Costs; Two Year Colleges; Unit Costs

The discipline cost analysis system for Maryland's community colleges yields information on costs per course, costs per student credit hour, and costs per full-time equivalent student for each intellectual discipline. Costs are assigned to individual course sections and then amalgamated at the discipline level. Total cost figures are the sum of faculty compensation, additional direct instructional costs, and indirect or overhead costs. Three factors account for much of the variation among disciplines: average class size, full-time/part-time faculty ratio, and faculty rank. In fiscal year (FY) 1988, the following figures were calculated for Prince George's Community College (PGCC): (1) the overall cost per full-time equivalent student was $3,096, down 0.7% from FY 1987; (2) for credit courses, the average cost was $3,302, while for noncredit courses the average was $2,603; (3) general education courses in the arts and sciences continued to be more expensive than occupational or continuing education instruction; (4) the disciplines with the highest per student costs were all in health technology; (5) PGCC's costs per student in credit classes were less than both the statewide average and averages for the six largest Maryland community colleges; and (6) adjusting for inflation, PGCC's cost per student in 1987 was less than that of 1980. (AJL)

ED 302 282 JC 890 006

Meeting the Future: Lethbridge Community College and Academic Strategic Planning and Academic Strategic Plan.
Lethbridge Community Coll. (Alberta).
PUB DATE- 87
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; Community Benefits; Community Colleges; Community Education; *Educational Assessment; *Long Range Planning; School Business Relationship; *School Community Relationship; School Surveys; Trend Analysis; Two Year Colleges
IDENTIFIERS- Environmental Scanning; *Strategic Planning

This collection of documents explains the strategic planning process used by Lethbridge Community College (LCC) to determine changes to be made over the next three years in the college's academic program. The first document, "Meeting the Future," offers background information on LCC, presents a rationale for strategic planning, and explains LCC's use of environmental and internal scans to gather the information necessary to develop realistic plans. The booklet explains that data for the environmental scan was collected through interviews, meetings, and telephone or written surveys, focusing on demographic, government, social, cultural, and other trends. It also reviews the scope and methods of the internal scan, which used information from surveys, interviews, and meetings with faculty in 37 programs of study to assess strengths and weaknesses. Finally, the booklet outlines plans regarding the enhancement of equity of educational opportunity, the provision of quality programs, the identification of educational needs, and the improvement of relationships with the community. The remaining documents in the collection include: (1) a summary of the methods and findings of the internal scan; (2) action statements related to LCC's strategic choices; (3) a summary of planning highlights; (4) an enumeration of the steps in the planning process; (5) a report on the environmental scan; and (6) an outline of procedures for program evaluation. (AAZC)

ED 302 283 JC 890 007

Proposed Construction of Off-Campus Community College Centers in Western Riverside County. A Report to the Governor and Legislature in Response to a Request of the Riverside and Mt. San Jacinto Community College Districts for Capital Funds To Build Permanent Off-Campus Centers in Norco and Moreno Valley and South of Sun City. Commission Report 88-27.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jun 88
NOTE- 94p.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, 1020 Twelfth St., Third Floor, Sacramento, CA 95815-3985.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Campus Planning; *College Planning; Community Colleges; Demography; Educational Needs; Enrollment Projections; Facility Planning; *Multicampus Colleges; Needs Assessment; *Off Campus Facilities; Two Year Colleges

This report contains the California Postsecondary Education Commission's (CPEC's) analysis of a proposal to construct off-campus community college centers in the cities of Norco, Moreno Valley, and Sun City. Section 1 provides background material on the process of reviewing proposals for new college campuses and centers, population projections for Riverside County, cooperative planning in the Riverside and Mt. San Jacinto Community College Districts, and needs assessments conducted by the districts. Section 2 analyzes the joint proposal by the two districts in terms of projections for adequate enrollments; the costs and benefits of various alternatives to establishing the centers (e.g., expansion of existing campuses or off-campus facilities); consultations with adjacent public and private postsecondary institutions; academic planning and community support; commuting times for residents; physical characteristics of the proposed locations; and access for the disadvantaged. Section 3 presents conclusions and recommends the approval of the sites as off-campus centers in that: (1) projections indicate that the three centers will have sufficient enrollment to be viable financially and to provide a relatively broad curriculum; (2) all reasonable alternatives were considered; (3) adjacent institutions had no objections to the proposal; (4) community support has been sustained and widespread; (5) commuting times to each site are reasonable; and (6) the needs of handicapped and disadvantaged students were accommodated. (AAZC)

ED 302 284 JC 890 008

Supplemental Report on Academic Salaries, 1987-88. A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No. 51 (1965) and Subsequent Postsecondary Salary Legislation. Commission Report 88-30.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Sep 88
NOTE- 29p.; For the fall 1987 report, see ED 291 309.

AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, 1020 Twelfth St., Third Floor, Sacramento, CA 95815-3985.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Rank (Professional); Annual Reports; *College Faculty; *Community Colleges; Comparative Analysis; Contract Salaries; Full Time Faculty; Higher Education; Part Time Faculty; *Retirement Benefits; State Colleges; State Surveys; *Teacher Employment Benefits; Teacher Recruitment; Teacher Retirement; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *California

Data are presented on faculty and administrator salaries in the California community colleges, with comparative figures for the University of California (UC) and the California State University (CSU). Section 1 presents UC and CSU comparison group average salaries for 1982-83 and 1987-88, including information on compound rates of interest, projected salaries and staffing patterns for 1988-89, and projected parity comparisons. Section 2 presents an overview of both full-time and part-time faculty salaries in the community colleges, estimating the mean salary of regular and contract faculty at $40,046. This section also discusses the implications of the community college data with respect to teacher recruitment, disparity in salaries among districts, and the use of part-time faculty. Finally, section 3 presents the salaries of 18 campus-based administrative positions and salaries of central office administrative positions (11 at UC; 9 at CSU). (AJL)

ED 302 285 JC 890 009

Progress in Implementing the Recommendations of the Commission's 1987 Report on Strengthening Transfer and Articulation. A Staff Report to the California Postsecondary Education Commission. Commission Report 88-38.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Oct 88
NOTE- 38p.; For the 1987 report on Strengthening Transfer and Articulation, see ED 293 602.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, 1020 Twelfth St., Third Floor, Sacramento, CA 95814-3985.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); College Admission; College Faculty; College Role; College Transfer Students; *Community Colleges; Curriculum Development; *Intercollegiate Cooperation; Organizational Objectives; *Policy Formation; Remedial Instruction; State Legislation; State Universities; *Statewide Planning; Success; *Transfer Policy
IDENTIFIERS- *California

In November 1987, the California Postsecondary Education Commission (CPEC) approved 11 recommendations on transfer, articulation, and collaboration between community colleges and four-year institutions. This report reviews efforts made by the California Community Colleges, the California State University (CSU), and the University of California (UC) to implement the recommendations. Section 1 provides background on CPEC's interest in and actions concerning transfer rates as well as on the development of the 1987 recommendations. Section 2 reviews the implementation of recommendations concerning the state's role; mandated/statewide versus voluntary/localized articulation; faculty roles; admission with advanced standing; assessment and remediation; databases and information systems; and articulated career programs. Section 3 presents conclusions, including that the UC and CSU are moving in directions and at a pace that are in accordance with CPEC's intent, while the community colleges, in part due to funding problems, are making slow progress. Appendixes detail CSU procedures for submitting proposals for new degree major programs and common core transfer curriculum documents. (AJL)

ED 302 286 JC 890 010

Haderlie, Brian M.; Cockriel, Irvin W.
Student Outcomes Assessment at Community and Junior Colleges in the State of Missouri.
PUB DATE- 2 Nov 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; Community Colleges; Educational Assessment; Educational Quality; *Educational Testing; *Outcomes of Education; Program Effectiveness; Program Implementation; Statewide Planning; *Student Evaluation; Student Placement; Testing Programs; Two Year Colleges
IDENTIFIERS- *Missouri

This description of the student outcomes assessment programs at community and junior colleges in Missouri provides an overview of the programs, a summary of the position of the Missouri Association of Community and Junior Colleges (MACJC) on assessment, and brief reports on the assessment programs of MACJC members. After introductory comments about the growing concern with educational quality, the paper examines efforts currently being made at community and junior colleges to assess student readiness to learn, guide students in course and program selection, and measure learning outcomes. The next section considers the philosophical foundations of assessment in Missouri, including the MACJC's recommendations for quality assurance. These recommendations support institutional autonomy; the development of a systemwide approach to assessment models based on nontraditional student expectations; the qualities of "assessment" that distinguish it from "testing;" an awareness that outcomes, such as maturity and critical thinking, are difficult to assess using traditional models; institutional improvement; and a phased-in approach. Next, the report provides brief summaries of assessment procedures at nine Missouri colleges. Finally, concluding comments stress that Missouri colleges have, through assessment, become better at demonstrating whether or not they are providing a quality education. (AJL)

ED 302 287 JC 890 011

Swain, Rita; Degus, Richard
Options and Opportunities: A Study of Orientation for Monroe Community College.
Monroe Community Coll., Rochester, N.Y.
PUB DATE- Aug 88
NOTE- 35p.
AVAILABLE FROM- Student Affairs Division, Monroe Community College, 1000 E. Henrietta Road, Rochester, NY 14623.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Community Colleges; Participant Satisfaction; Program Effectiveness; Program Improvement; *School Orientation; School Surveys; Student College Relationship; Student Development; Student Personnel Workers; Teacher Attitudes; Two Year Colleges; Two Year College Students

A study was conducted at Monroe Community College (MCC) in Rochester, New York, to assess the need for and define the objectives of an expanded orientation program, to determine the components of such a program and how these components would be integrated with other student development services, and to propose and design a program for future implementation. Data for the study were collected through 40 interviews with faculty, staff, and administrators from 27 departments; an off-campus orientation workshop involving 26 student affairs professionals; a survey of 1,025 MCC students; a pilot orientation program presented to 324 high school seniors; an evening orientation program for "2 + 2" transfer students and their parents; a review of the literature on orientation; and an analysis of programs at other institutions. The study found support for expansion of the college's orientation program among faculty and staff, a lack of awareness among many current students of existing orientation options, and support for the existing peer counseling program. Based on study findings, an orientation plan was developed which underscores institutional commitment to the program, outlines goals and objectives, proposes a design for orientation sessions and an orientation course, and considers organizational, staffing, and funding considerations. (AACZ)

ED 302 288 JC 890 013

Academic Year Report 1987-88 and Fall Quarter Report 1987, Washington Community Colleges.

Washington State Board for Community Coll. Education, Olympia.

PUB DATE- 88
NOTE- 117p.; Prepared by the Division of Information Services and Enrollment Planning. Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; *Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; Financial Support; *School Personnel; State Aid; State Boards of Education; State Surveys; Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Washington

Designed to answer those questions most frequently asked about the Washington Community Colleges by members of the legislature, state and external agencies, citizens, college administrators, faculty and students, this report presents data on enrollments, personnel, facilities, and finances for fall 1987 and the 1987-88 academic year. Introductory material provides a history of the system, a student enrollment profile, and an analysis of course offerings by purpose. Section I of the 1987-88 report presents enrollment data, including annual headcount and full-time equivalents (FTE's); headcount by funding source, full-/part-time status, sex, age, and race; and information on annual FTE's by funding source, course intent, day/evening attendance, and college. Section II provides the following personnel data: FTE faculty by employment status; non-faculty exempt staff by employment status, assignment area, and college; and classified employees by employment status, assignment area, and college. Section III deals with facilities and capital funding, including a facilities inventory summary, appropriations of capital funds, and data on campus size. Section IV presents financial data, including: (1) summary profiles of sources of revenue; the budget, appropriations, and allocations processes; limitations of expenditures; expenditure categories; and constant dollar calculations; (2) expenditures by source of funds; (3) costs per state-funded FTE's; (4) expenditures by program and object; (5) full-time faculty peer comparisons; and (6) federal vocational funds and allocations. The fall 1987 report includes information on student characteristics (e.g., full-/part-time status, age, sex, race, major, and source); course enrollment data by course intent;

and personnel characteristics. (AAZC)

ED 302 289   JC 890 014

The Guaranteed Student Loan Program in the California Community Colleges. Report and Recommendations of the Financial Aid Policy Task Force.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Jan 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Federal Aid; Federal Legislation; Financial Aid Applicants; Financial Support; Grants; *Loan Repayment; Need Analysis (Student Financial Aid); *Program Administration; Program Improvement; State Aid; State Legislation; *Student Financial Aid; Student Financial Aid Officers; *Student Loan Programs; Two Year Colleges
IDENTIFIERS- *California; *Guaranteed Student Loan Program

This report on the Guaranteed Student Loan (GSL) Program in the California community colleges discusses the repayment of student loans and recommends strategies for reducing default rates. Introductory material highlights the following trends: (1) financial aid programs for low-income students have failed to keep pace with demand; (2) by 1983, loans represented 41% of total financial aid dollars; and (3) default rates on GSL loans in California increased from 12.4% in 1983 to 33.1% in 1988. Chapter 1 examines the reasons students borrow money to pay direct college costs; the structural factors that influence who borrows and the amount borrowed; and the role of borrowing in financing students' education. Brief discussions are also presented of the roles of lenders and financial aid administrators in the borrowing process. Chapter 2 reveals that the majority of those who default on loans are students from very low income homes, who have no alternative to borrowing to finance their education, who fail to achieve academic success, and who find themselves in worse economic circumstances after attending college and accumulating a sizeable debt to pay. Chapter 3 looks at the institutional, state and federal actions taken in recent years to curb default rates, and countervailing actions that undermine the effectiveness of such efforts. Chapter 4 shows that while community colleges have reduced the number and volume of loans, the default rate continues to increase. Finally, recommendations for reducing default rates are presented, focusing on loan administration, counseling, access, and federal and state funding. (AJL)

ED 302 290 JC 890 015

Hendrick, Lawrence C.
A Program Review Model for Use at Sacramento City College: The
Initial Concept Paper.
Sacramento City Coll., Calif.
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; Curriculum; *Educational Assessment; Employees; Institutional Environment; *Models; Program Effectiveness; *Program Evaluation; Program Improvement; Technical Assistance; Two Year Colleges

Though program evaluation has been an important focus of higher education for the last 20 years, traditional evaluation models have been ineffective for on-going programs, particularly those where the outcomes are multifaceted or undefined. Over the last five years, several alternative viewpoints on program evaluation have been suggested which could lead to the development of new models for program evaluation. One such model is built on the premise that college programs are open systems which are continually affected by and must react to both their internal and external environments. The objective of this type of evaluation is program improvement, rather than determination of whether the program should be maintained or discontinued. The process used is program based, long range, and institutionwide, and it remains distinct from the evaluation process used to inform administrative decisions. The model involves three phases, focusing on the history, current status, and future directions of the program. A series of qualitative and quantitative questions are posed to direct the attention of program staff to changes and trends, strengths and weaknesses, and the development of a plan for the future. Implementation of such an evaluation model requires clear lines of responsibility to organize the process and insure progress and continuity; a 3- or 4-year cycle of evaluating, reporting, recommending, implementing, and reevaluating all programs at the college; facilitation and monitoring by a non-partisan program evaluation committee; selection of an evaluation coordinator; involvement of the research office; and appointment of a facilitator for each program. Effective evaluation does not separate the program from its staff, but is built on their knowledge and experience. (AJL)

ED 302 291 JC 890 016

Eaton, Judith S.
Community College of Philadelphia President's Report, 1987-88.
Philadelphia Community Coll., Pa.
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Programs; College Role; Community Colleges; Curriculum Development; Educational Finance; Enrollment; *Institutional Characteristics; Minority Groups; *Organizational Objectives; Program Development; School Personnel; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Community College of Philadelphia PA

An overview is provided of the characteristics and priorities of the Community College of Philadelphia (CCP), with special attention given to initiatives undertaken in 1987-88. Introductory comments assess the success of CCP in preserving access to educational opportunities, remaining faithful to its mission, ensuring academic integrity, helping students achieve their goals, and managing the finances of the college wisely. Next, enrollment, finance, and staffing data for 1987-88 are presented, revealing that: (1) enrollment experienced a modest decline of 3.1%; (2) minorities comprised 51.2% of the student population; (3) total operating expenditures were expected to be $36,725,678; (4) student financial aid funds totalled $9,050,563; (5) gift and grant funds exclusive of financial aid totalled $3,145,012; and (6) budgeted full-time staff positions declined from 762 in 1985-86 to 709 in 1987-88. The next section examines the institutional priorities of CCP: curricular and programmatic redesign and evaluation; educational effectiveness; developmental education; educational partnerships; and institutional climate. Brief descriptions are then provided of special projects undertaken during the year, including an Evaluation of the Community Services progrm, the Minority Education Initiative, plans for a Student Life/Instruction Building, and the acquisition of automated equipment. Finally, the report presents a financial profile of CCP and a profile of student characteristics and goals. (AJL)

ED 302 292 JC 890 019

Chavez, Mauro
A Student Guide for Independent Study Telecourses.
Evergreen Valley Coll., San Jose, Calif.
PUB DATE- Sep 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Faculty; Community Colleges; *Independent Study; *Student Characteristics; Student Responsibility; Teacher Role; *Telecourses; Television Teachers; Two Year Colleges; Two Year College Students

Designed for students enrolled in telecourses offered by Evergreen Valley College (EVC) on an independent study basis, this guide explains the role of telecourses in the college curriculum, differences and similarities between telecourses and traditional courses, procedures for contacting instructors, and the roles of the college and the student in independent learning. The first sections offer general information on telecourses, indicating that: (1) a telecourse is a complete integrated instructional system that includes television programs, a textbook, and other course materials; (2) telecourse students differ from traditional students in that they work independently, watching the television programs and reading print materials at home with guidance from the course instructor; (3) telecourses are equivalent to traditional courses in terms of academic rigor, faculty qualifications, student requirements, and credit; (4) research has demonstrated the instructional effectiveness of telecourses; and (5) maturity and self-discipline are the marks of a successful telecourse student. After reviewing research findings on the characteristics of telecourse students, the manual explains the role of the telecourse instructor and the Independent Study Office, and reviews procedures for communicating with faculty. Finally, the guide offers practical suggestions for student success, encouraging the student to attend orientation, review course materials and the broadcast schedule, avoid interruptions, take good notes, view the program a second time, attend review sessions, and take advantage of related learning activities. (AAZC)

ED 302 293 JC 890 020

Statistical Supplement to the Annual Report, Fiscal Year 1987.
Texas Coll. and Univ. System, Austin. Coordinating Board.

PUB DATE- 87
NOTE- 287p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; Community Colleges; *Educational Facilities; *Educational Finance; *Enrollment; Financial Support; Higher Education; Private Colleges; State Aid; State Colleges; State Surveys; State Universities; Student Characteristics; Student Financial Aid; *Student Loan Programs; Two Year Colleges
IDENTIFIERS- *Texas

This report offers statistical data for fiscal year 1987 on student enrollments, faculty, semester credit hours, physical facilities appropriations, and state loan and grant programs for Texas institutions of higher education. The following enrollment data are presented: 5-year (1982-86) summaries of headcount for public senior colleges and universities, public community junior colleges, independent senior colleges and universities, and independent junior colleges; headcount by ethnic origin and sex by type of institution; enrollment of resident and nonresident students; and county and state of origin of Texas college students. Faculty data include information on faculty rank, ethnic origin, sex, tenure by type of college; faculty salaries; and faculty-student ratios. Semester credit hour enrollments are presented by degree level and program. Data on investments in the physical plant and on net assignable facilities space by function are followed by a summary of legislative appropriations. The final section details the amount of funds awarded under several grant and loan programs. (AJL)

ED 302 294 JC 890 021

Doucette, Don, Ed.
Leadership Abstracts, Volume 1, Numbers 1-21, 1988.
League for Innovation in the Community Coll., Laguna Hills, CA.; Texas Univ., Austin. Community Coll. Leadership Program.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 88
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *Board Administrator Relationship; *College Administration; College Faculty; *College Presidents; Community Colleges; Decision Making; Faculty Development; Governance; *Leadership; Leadership Responsibility; Two Year Colleges

This series of abstracts from the League for Innovation in the Community College and the Community College Leadership Program addresses a variety of topics of interest to community college administrators. Topics include: (1) revitalizing leadership for community colleges; (2) improving relations with board members; (3) presidential succession; (4) leadership tasks; (5) faculty leadership; (6) bringing focus to the functions of the college presidency; (7) individual and group responsibility for leadership development; (8) the challenges executives will face in the 21st century; (9) strategies to improve transfer for urban community college students; (10) identifying the distinctive qualities of a community college; (11) institutional governance; (12) a summary of the principal recommendations of the American Association of Community and Junior Colleges concerning the future of community colleges; (13) the function of institutional research; (14) staffing as a leadership task; (15) serving students of color; (16) the job of college president; (17) collaborative decision making; (18) board-president relations; (19) demonstrating institutional effectiveness; (20) presidential leadership; and (21) the dangers of electing leaders based on "charisma." (AJL)

ED 302 295 JC 890 022

Kangas, Jon Alan

The Impact on ADA Associated with Entering the Lock-Out Mode of a Computerized Prerequisite Checking System. Institutional Research Report Number 72.

San Jose/Evergreen Community Coll. District, San Jose, CA.

PUB DATE- 18 Nov 88

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Community Colleges; Courses; *Enrollment Influences; *Enrollment Trends; Intellectual Disciplines; *Prerequisites; Required Courses; *School Registration; Two Year Colleges

When a discipline enters the lock-out mode in the San Jose/Evergreen Community College District, the computer prevents a student from registering in any course in that discipline unless he/she has completed all prerequisites for that course. To determine how this registration process affected enrollments, average daily attendance (ADA) figures were calculated for seven disciplines for the semesters before and after the disciplines entered the lock-out mode. The disciplines were Art, Computer Technology, Electronics, English, English as a Second Language (ESL), Laser, and Math. Study findings included the following: (1) Art ADA increased by 29.63% between fall 1986 and 1987; (2) Computer Technology, Laser, and Electronics entered the lock-out mode during a long-term decline in the local electronics industry, which may have been a contributing factor to the more than 25% declines in ADA in Computer Technology and Laser following lock-out; (3) during the first semester of lock-out, English experienced a decline of 7.62, paralleling the District's overall 7.91% ADA decline; (4) English and ESL recovered their drop in ADA during the second semester of lock out; (5) ESL decreased 15.32% from spring 1986 to spring 1987, during a complete revision of the ESL program in which class size was reduced and the number of units reduced for some courses; and (6) Math increased 6% in ADA from fall 1986 to fall 1987. The study suggested that it was possible to enforce prerequisites without major and permanent decline in ADA. Much of the data is presented in chart and graph form. (AJL)

ED 302 296 JC 890 023

Kangas, Jon Alan

Counselor Assessment and Student Success. Institutional Research Report Number 73.

San Jose/Evergreen Community Coll. District, San Jose, CA.

PUB DATE- 15 Oct 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Records; Community Colleges; *Counseling Effectiveness; Counselor Performance; Counselor Role; *Evaluation Methods; Experiential Learning; *Informal Assessment; *Prerequisites; *Student Evaluation; Two Year Colleges; Two Year College Students

In the San Jose/Evergreen Community College District, course and basic skills prerequisites have been established for all courses. Students who do not have a record of having completed these prerequisites cannot enroll unless they have been assessed by a counselor, have had their prerequisites verified in alternate ways, and have been granted override status for enrollment. In spring 1988, 6,261 overrides were granted based on completion of equivalent coursework, instructor evaluations, life experience, previous degrees, and other reasons. A study was conducted to compare the academic success of students who had completed all course and basic skills prerequisites with that of students who had enrolled on override status. Study findings included the following: (1) 65% of the students who had completed all course and basic skills prerequisites (N=38,583) received an A, B, C, or CR grade, compared to 57% of those who entered on override status; (2) 67% of the students who were granted override status on the basis of life experience received a C or higher, as did 60% of those who documented completion of previous coursework and 59% of those with previous degrees; (3) the greatest proportion of A and B grades were achieved by students with an override based on life experience, while students who were granted override on the basis of their word that the prerequisite was satisfied had the lowest success rate; and (4) the counselor with the highest percentage of successful students among his/her students (81%) used strictly life experience overrides. Study findings supported the conclusion that counselors who strictly enforce prerequisites, evaluate relevant life experiences, and use documented evidence of previous course work can place students effectively. (AAZC)

ED 302 297 JC 890 024

Wolf, David B., Ed.; Zoglin, Mary Lou, Ed.
External Influences on the Curriculum. New Directions for Community Colleges, Number 64.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-55542-883-5
PUB DATE- 88
NOTE- 102p.
CONTRACT- RI-88-062002
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($14.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Accreditation (Institutions); *College Curriculum; *Community Colleges; *Curriculum Development; Federal Government; Government Role; Influences; Organizational Theories; Philanthropic Foundations; Public Policy; School Business Relationship; State Government; State Legislation; Two Year Colleges; Universities

This collection of articles examines the influences of the state and federal government, the American Association of Community and Junior Colleges (AACJC), universities, accrediting agencies, and other external forces on the community college curriculum. Articles which deal with the role of the government in curriculum development include: "An Interview with Former Congressman O'Hara," by David B. Wolf and Mary Lou Zoglin; "The Federal Imprint," by Terrel H. Bell; "The Gordon Rule: A State Legislator Fulfills His Responsibility," by Jack D. Gordon; "California's $30 Million Course Cuts," by Gerald C. Hayward; and "Curriculum as Public Policy," by Lee R. Kerschner. Additional influences are considered in "The AACJC and Curriculum Reform," by James F. Gollattscheck; "The University Perspective," by John E. Roueche; "Accreditation and Curricular Change," by Howard L. Simmons; "The Kellogg Foundation and Curriculum Reform," by James M. Richmond; and "Business and Education: Partners in Curriculum Development," by David E. Anderson. In "A Case of Incomplete Institutionalization," Marshall W. Meyer reviews several organizational theories to analyze why community colleges, more than any other segment of higher education, are subject to external influences. Finally, Anita Y. Colby reviews ERIC documents and journal articles on curricular influences. (AJL)

ED 302 298 JC 890 025

Hadden, Craig
The Placement Process at Colorado Mountain College: Placement Testing and the Advising Matrix.
PUB DATE- Nov 88
NOTE- 42p.; Paper presented at the Freshman Year Experience Conference (Columbia, SC, December 4-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Achievement Tests; Community Colleges; Computer Uses in Education; *Course Selection (Students); Educational Counseling; Educational Diagnosis; *Educational Testing; Mathematics Achievement; Program Descriptions; Reading Tests; *Student Placement; Study Skills; Two Year Colleges; Writing Skills
IDENTIFIERS- *Colorado Mountain College

At Colorado Mountain College (CMC), academic advising is based upon a comparison of students' basic skills with the skill requirements of individual courses. Students who enter CMC to obtain a degree must take placement tests in writing, reading, math, and study skills before they can enroll in classes. The placement test battery includes a writing sample; the Stanford Diagnostic Reading Test; a CMC-developed math test; and the Learning and Study Strategies Inventory test. An academic adviser uses placement test scores to advise students not only as to the appropriate math and composition classes, but also to help students select all of their other classes. Course selection is facilitated by an advising matrix, which indicates the reading level of course textbooks, prerequisite courses, and recommended minimum writing and math levels. The advising matrix is constructed from information provided by instructors on the requirements for the successful completion of their courses. Each term, instructors are surveyed regarding prerequisites, written work, tests, quizzes, homework, projects, oral work, experiments, textbooks, writing skills, reading skills, math skills, and lecture style. Their responses are entered into a database program, and the resulting advising matrix can be printed out in either a short or long version. Once the matrix is ready, brief training sessions are required to explain its purposes and uses to advisors. Attachments include testing and advising flow charts; instructions for constructing the Advising Matrix; sample letters to instructors and an instructor questionnaire; copies of the long and short forms of the advising matrix; and information on finding the reading level of textbooks.

ED 302 299 JC 890 026

Powers, Judy M.

Analysis of Knowledge and Attitude Impacting Implementation of Economic Development and Training Activities at Lakeshore Technical Institute.

PUB DATE- Nov 86
NOTE- 210p.; Ed.D. Research Project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Administrator Attitudes; *Attitude Change; *College Role; *Economic Development; Job Training; Questionnaires; School Business Relationship; School Surveys; *Staff Development; *Teacher Attitudes; Technical Education; Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Lakeshore Technical Institute WI

Since the late 1970s, Lakeshore Technical Institute (LTI), in keeping with Wisconsin's statewide priorities, has placed a major emphasis on economic development and training activities. While some administrators have been involved in promoting educational offerings and technical assistance to business and industry, many staff members have not accepted economic development as a major institutional goal. A study was conducted to assess the knowledge and attitudes of LTI staff concerning economic development. The study involved the administration of a survey instrument to all 220 full-time staff members, limited in-service training for administrators, and the administration of the survey instrument again at the end of the 1985-86 school year to measure changes in knowledge and attitudes. The study revealed that: (1) there were differences in knowledge and attitudes among various staff groups; (2) many staff members expressed negative attitudes toward the economic development activities of LTI; (3) of the participants in the in-service training, administrators and certified management staff experienced gains in their knowledge of economic development activities, while noncertified management staff did not; and (4) instructional and support staff, who had no formal in-service training, had constant scores on attitude and knowledge measures.

The report includes a literature review, a 67-item bibliography, and the survey instruments. (AJL)

Schrader, Marvin A.
Relationships of Student Ratings of Course, Instructor, and Student Elements to Student Overall Ratings of Instructors of Courses at Lakeshore Technical College.
PUB DATE- Sep 88
NOTE- 223p.; Ed.D. Research Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Criteria; Evaluation Methods; Questionnaires; School Surveys; Student Characteristics; *Student Evaluation of Teacher Performance; Teacher Effectiveness; Teacher Improvement; Technical Institutes; Two Year Colleges; Two Year College Students; *Vocational Education Teachers
IDENTIFIERS- *Lakeshore Technical Institute WI

A study was conducted at Lakeshore Technical College (LTC) to assess the relationship between students' overall ratings of their instructors and their ratings of particular aspects of their courses. The study sample included 262 first-year students enrolled in at least one general education course and one occupational course in fall 1986. Students were asked to evaluate the course in terms of its difficulty, out-of-class preparation requirements, the grade they expected to receive, usefulness of course information, its planning and organization, presentation of subject matter, assignments, exams, textbooks, instructional materials, and bias. In addition, students were asked to evaluate the instructor in terms of knowledge of subject matter, clarity, enthusiasm, use of class time, encouragement of student participation, feedback, and interaction with students. Study findings included the following: (1) significant differences in students' overall ratings of instructors were found between male and female students; (2) student ratings of instructor knowledge of subject seemed to be independent of other items; and (3) 5 of 29 items were significantly related to overall instructor evaluation (i.e., "instructor spoke in a way that helped me learn"; "course was well planned and organized"; "instructor encouraged thinking, problem solving, and decision making"; "instructor explained materials clearly"; and "instructor demonstrated interest in my learning"). Based on study findings, recommendations for modifying instructor evaluations were developed. The report includes 117 references and the instructor evaluation form. (AAZC)

ED 302 301 JC 890 028

Toward a New Diversity: A State Plan for Affirmative Action and Staff Diversity in the California Community Colleges. Discussion Draft.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Jan 89
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Affirmative Action; *College Faculty; Community Colleges; Disabilities; *Faculty Integration; Faculty Recruitment; Financial Support; Governing Boards; Long Range Planning; *Minority Groups; Personnel Integration; Population Trends; Program Development; Program Evaluation; Sex Fairness; Statewide Planning; Technical Assistance; Two Year Colleges; Veterans
IDENTIFIERS- *California

This affirmative action and staff diversity plan was developed to specify strategies and assign responsibility for increasing the number of qualified minorities, women, disabled, and members of other underrepresented groups who staff California's community colleges. Introductory comments explain the rationale behind the plan, indicating that within the next 20 years, California will become the first mainland state with a non-white majority, and that the legislature has mandated that the workforce of the community colleges should reflect the make-up of the adult population of the state. The plan defines specific objectives for six components: technical assistance, fiscal support, recruitment, coordination, accountability and evaluation, and planning. For each component area, the plan describes recommended strategies, which are consistent with projected resource requirements and legal frameworks, to achieve these objectives. Where appropriate to a given strategy, responsible roles of the Board of Governors, the Chancellor and his/her staff, the community college districts, and other stakeholders are identified. The last element of the plan is a multi-year timeline which incorporates in a schematic fashion a schedule for implementation related to identified responsibility. An overview of the legal basis for affirmative action, legislation on staff diversity, and affirmative action planning in selected other states is provided in the appendixes. (AJL)

ED 302 302 JC 890 029

Moody, George V.; And Others

Mississippi Community and Junior Colleges: Statistical Data, 1987-88.

Mississippi State Dept. of Education, Jackson. Div. of Junior Colleges.

PUB DATE- 88
NOTE- 75p.; For earlier study, see ED 292 505.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Ancillary School Services; Community Colleges; Degrees (Academic); *Educational Finance; *Enrollment; Expenditures; Income; *Institutional Characteristics; Public Colleges; Salaries; *School Personnel; State Aid; State Surveys; *Student Characteristics; Student Costs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Mississippi

A brief description of Mississippi's 15 public community and junior colleges is provided in this report, along with statistical data for the 1987-88 academic year on enrollments, degrees and certificates awarded, revenues, expenditures, academic salary ranges, learning resources, transportation services, dormitory utilization, and auxiliary enterprises. Introductory comments are followed by tables providing data on: (1) enrollment by curriculum, 1978-79 to 1987-88; (2) enrollment by freshman/sophomore class, full-time/part-time status, and sex; (3) full-time/part-time/evening enrollment by curriculum by college; (4) adult basic education, Job Training Partnership Act, vocational secondary, and other enrollments by college; (5) enrollment by county, state, or country of residence, by college; (6) full-time students by age, educational objective, and sex; (7) full-time/part-time combined enrollments by age, educational objective, and sex; (8) degrees and certificates awarded by sex and college; (9) revenue by source; (10) student fees and charges; (11) county tax support; (12) expenditures by function and object; (13) academic faculty salary schedule; (14) the budget, staffing, and collections of college learning resources centers; (15) transportation services; (16) occupancy of dormitories; and (17) revenues and expenditures of food services, housing, stores, and other auxiliary enterprises. (AJL)

ED 302 303 JC 890 030

Ramaker, Jolene

Retention at Olympic College: A Statistical Report, Fall 1986-Winter 1987.

Olympic Coll., Bremerton, Wash.

PUB DATE- 87

NOTE- 45p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Persistence; Community Colleges; *Dropout Characteristics; *Enrollment Influences; Participant Satisfaction; Questionnaires; School Holding Power; School Surveys; Student Attrition; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

A study was conducted at Olympic College (OC) in the State of Washington, to investigate the personal and academic characteristics of student dropouts and their reasons for leaving the college. Questionnaires were sent to 500 fall 1986 students who completely withdrew from OC during the term or received all F's, W's, or other unproductive grades (i.e., mid-term leavers) and 500 students who enrolled in fall 1986 but did not graduate or re-enroll in winter 1987 (i.e., between-term leavers). Study findings, based on a 15% response rate, included the following: (1) students who did not persist were more likely to be female than male; (2) between-term leavers had the same racial make-up as the student population as a whole, but mid-term leavers were significantly more likely to be minority group members; (3) over 50% of the mid-term and between-term leavers left OC during or after their first year or term at the college; (4) 83% of the leavers had not applied for financial aid; (5) 70 of the respondents gave an academic reason as their main reason for leaving, 7 gave a financial reason, and 48 gave a personal reason; and (6) students were generally satisfied with most OC programs. Survey instruments and student comments are appended. (AJL)

ED 302 304 JC 890 031

Land, Warren A.; Haney, Julia J.
Attitudes of the Alumni toward Selected Aspects of a Private Junior College.
Mississippi State Univ., Mississippi State. Bureau of Educational Research and Evaluation.
PUB DATE- 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alumni; Attitudes; College Choice; College Curriculum; College Faculty; College Graduates; Graduate Surveys; Individual Development; Institutional Mission; *Participant Satisfaction; *Private Colleges; Questionnaires; Two Year Colleges

A study was conducted at a private junior college in northern Mississippi to assess alumni attitudes toward selected aspects of the college. Specifically, the study sought to determine the former students' primary reason for attending the college and their attitudes toward the philosophy and purposes of the college; their perception of opportunities provided by the college for positive personal growth; and their evaluation of college faculty, curriculum, and student activities. In addition, the study examined the relationship between selected personal characteristics and attitudes toward the college. Study findings, based on responses from 232 alumni to a mailed questionnaire, included the following: (1) the alumni exhibited positive attitudes toward the college's philosophy and purposes, approving most highly of the college's commitment to spiritual values; (2) for items concerned with personal growth, the college received the most positive ratings for giving students the opportunity to work and think independently and the most negative ratings on items related to consumer issues and financial management; (3) the highest ranked reasons for attending the college were location, opportunity to work while attending, low cost, and scholarships/financial aid; and (4) two personal characteristics that were found to be significantly related to positive attitudes toward the college were the year attended and transfer from another college. (AJL)

ED 302 305 JC 890 032

MATC Fact Book, January 1989.
Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.
PUB DATE- Jan 89
NOTE- 243p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; Class Size; *College Faculty; Community Colleges; Day Students; *Enrollment Trends; Evening Students; Full Time Equivalency; *Institutional Characteristics; Minority Groups; Multicampus Districts; Population Trends; School Personnel; Student Characteristics; Two Year Colleges; *Two Year College Students

This January 1989 fact book for Milwaukee Area Technical College (MATC) presents data on institutional characteristics, faculty and staff, full-time equivalent enrollments, student characteristics, and facilities for the MATC district and each of its four college campuses. Highlights derived from an analysis of data and trends include the following: (1) MATC enrollments were found to be directly proportional to the unemployment rates, with enrollments at their highest in the recession years of 1982 and 1983; (2) in 1988-89, enrollments were 57.7% female and 21.4% minority; (3) students over 25 years of age represented 63.5% of the day enrollments and 78.2% of the evening enrollments; (4) the ratio of full-time day students to total students decreased sharply from .478 in 1983-84 to .291 in 1988-89; (5) between 1976-77 and 1988-89, day headcount enrollments increased 17.6%, evening headcount decreased 23.9%, and weekend headcount increased 100%, representing an overall decrease in the district of 6.3%; (6) FTE enrollments in associate degree programs increased by 15.5% between 1976-77 and 1987-88, while enrollments in vocational programs decreased by 31.3% and in community services by 58.5%; (7) since 1981-82, three divisions (Agribusiness, Graphic and Applied Arts, and Industrial) decreased in FTE enrollments by more than 30%; (8) females represented 28.75% of the administrative/managerial staff in 1988, up from 18.75% in 1978; and (9) minority employment in administrative/managerial positions increased from 5.36% in 1978 to 19.05% in 1988, while minority employment in other professional positions increased from 14.08% to 31.97%. (AAZC)

ED 302 306 JC 890 033

Berger, Jeffrey
The Language of Curriculum Deliberations.
PUB DATE- Apr 88
NOTE- 27p.; Paper presented at a Conference of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; College Instruction; Community Colleges; Curriculum Design; *Curriculum Development; Curriculum Problems; *Educational Objectives; Faculty Development; *General Education; *Teacher Attitudes; Two Year Colleges

Drawing from tapes of meetings and documents produced during a month-long curriculum development institute, this paper describes the conflicts attending an effort to design a structured general studies program at the Community College of Philadelphia (CCP). The paper presents and analyzes two fundamentally different ways of conceiving of problems, program goals, and the faculty development process through the voices of two faculty members who stood at the center of the debate. The argument is put forth that the theoretical commitments of the faculty members to "culture" on the one hand and to "meaningfulness" on the other hand ensured that no agreement was possible. The differences separating the two faculty members are analyzed in terms of their perceptions of the intellectual level of teaching at the college. One faculty member advocated an interpretive approach to teaching higher-order thinking skills and criticized the opposing position as concerned only with information transfer and lower-level thought process. The other faculty member was more concerned with motivational issues and the meaningfulness of assignments to students and underscored the importance of situating assignments in an affective environment that encourages learning. Finally, the paper examines the elements of the general studies program that the participants were able to agree upon, the compromises that were made, and the incompatibilities remaining in the final document drawn up to represent both programs. (AAZC)

ED 302 307 JC 890 034

Meznek, James; Murdoch, Allene
Matriculation: Preliminary Report on First-Year Implementation.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jan 89
NOTE- 65p.; Discussed as agenda item number 9 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, January 12-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Advising; Admissions Counseling; *College Admission; Community Colleges; Counseling Services; Educational Legislation; School Orientation; State Surveys; Statewide Planning; *Student Personnel Services; Student Placement; Testing Programs; Two Year Colleges
IDENTIFIERS- *California

Drawing from information submitted by 60 urban, rural, and suburban institutions, this report documents the progress of California's community colleges in implementing the first phase of a statewide matriculation plan. Introductory material defines matriculation as a process that promotes and sustains the efforts of students to reach their educational goals by providing a program of support services. After examining the public policy context of the development of the plan, the report offers a summary of first-year efforts and presents findings concerning the implementation of various components of the matriculation plan at the 60 responding colleges. Progress is examined for the following activities: admissions, orientation, student assessment and placement, counseling, student follow-up, coordination and staff training, and institutional research and evaluation. Selected findings include the following: (1) during the 10-month funding period, 40% of the students who enrolled in credit courses at the colleges received core matriculation services; (2) 40% of the colleges had developed or revised admissions forms to gather matriculation-related data; (3) 28% had developed orientation materials; (4) colleges were exempting students from the matriculation process on a number of bases, including prior educational experience and types of courses or unit load; and (5) at 69% of the colleges, assessment was mandatory for non-exempt students. Data on funding and expenditures in 1987-88 are also provided. Appendixes include a review of the college progress reports by an external agency and the matriculation plan. (AACZ)

ED 302 308 JC 890 035

Salary Survey Report for the Illinois Public Community Colleges, Fall 1988.

Illinois Community Coll. Board, Springfield.

PUB DATE- Jan 89
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; Faculty Workload; Fringe Benefits; Full Time Faculty; Part Time Faculty; *Salaries; *School Personnel; State Surveys; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Illinois

Information on the 1988 salaries and benefits of faculty, staff, and administrators employed in the Illinois public community college system is presented in this report. After introductory material summarizes the report, statewide and institutional data are provided on: (1) fiscal year (FY) 1989 contractual base salaries for full-time faculty; (2) FY89 part-time faculty salary rates and full-time faculty overload and summer term rates; (3) salaries based on FY89 salary schedules for full-time faculty with a master's degree; (4) institutional policies related to faculty salaries and contracts; (5) FY89 contractual base salaries for non-instructional, professional staff; (6) FY89 contractual base salaries for administrative staff; (7) salaries paid to selected administrators during FY89; (8) FY89 monthly classified staff salaries; (9) FY88 fringe benefits for full-time employees; (10) FY89 mean percentage salary increases; and (11) FY89 average total salary actually paid for faculty, administrators, non-instructional professionals, and classified staff. Highlighted findings indicate that the average salary for faculty on a 9-month contract was $36,198, for administrators on a 12-month contract was $41,125, and for non-instructional professionals on a 9-month contract was $35,693. (AJL)

ED 302 309 JC 890 036

Fiscal Year 1988 Unit Cost Report for the Public Community Colleges in Illinois.

Illinois Community Coll. Board, Springfield.
PUB DATE- Jan 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Expenditure per Student; *Expenditures; *Program Costs; Salaries; State Surveys; Two Year Colleges; *Unit Costs
IDENTIFIERS- *Illinois

The results of the annual unit cost study of the Illinois public community colleges are presented for fiscal year (FY) 1988, based on data on course offerings, enrollments, and costs provided by the colleges. After an initial overview, data and analyses are presented showing net instructional unit costs for FY 1988 compared with previous years; net, full, and total instructional unit costs; net instructional unit costs by cost categories; indirect instructional support unit costs; net instructional unit costs by the seven instructional cost categories and by subject area; and unit cost comparisons. Highlighted findings include the following: (1) the FY 1988 state average net instructional unit cost in the 39 public community college districts in Illinois was $103.92; (2) this represented an increase of 4.1% over FY 1987's average of $99.82; (3) with respect to the six categories comprising instructional costs, direct salary costs averaged $40.07, direct department cost averaged $7.56, direct equipment costs averaged $1.09, allocated indirect cost averaged $39.82, operation and maintenance costs averaged $14.59, and building rental costs averaged $0.80; and (4) unit costs ranged from a high of $164.97 for health occupation courses to a low of $65.96 for adult basic education/adult secondary education courses. (AJL)

ED 302 310 JC 890 037

Student Enrollment Data and Trends in the Public Community Colleges of Illinois: Fall 1988.
Illinois Community Coll. Board, Springfield.
PUB DATE- Jan 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; *Community Colleges; Day Students; *Enrollment; Enrollment Rate; *Enrollment Trends; Evening Students; Females; Full Time Equivalency; Full Time Students; Males; Minority Groups; Out of State Students; Part Time Students; State Surveys; *Student Characteristics; Trend Analysis; Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- *Illinois

Fall 1988 enrollment data were collected from the 50 Illinois public community colleges and compared with data from earlier years. The colleges reported enrollments at the end of the regular fall registration period and, therefore, did not include students who enrolled during the term. Analyses of the data revealed that: (1) in fall 1988, the colleges enrolled 328,276 students in instructional credit courses, a 1.3% increase from fall 1987; (2) the full-time equivalent enrollment was 166,291, a 3.2% increase from fall 1987; (3) the proportion of full-time students increased from 29.5% in fall 1987 to 29.9% in fall 1988, with almost half of these full-time students enrolled in pre-baccalaureate transfer curricula; (4) the number of both male and female students increased from the previous year, with the number of male students increasing at a higher rate; (5) though black enrollments declined for the fourth consecutive year, overall minority enrollment increased in both numbers and the proportion of total enrollment; (6) the median age of community college students was 27.0 years, and the mean age was 30.7; (7) nearly 43% of the students enrolled had been enrolled at the same college the previous term; and (8) enrollment increases were found in pre-baccalaureate transfer, vocational skills, and remedial/adult basic education/adult secondary education programs. (AJL)

ED 302 311 JC 890 038

Status Report on Minority, Female, and Handicapped Student Plans and Goals Implemented by Illinois Community Colleges.

Illinois Community Coll. Board, Springfield.

PUB DATE- Jan 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Affirmative Action; *Community Colleges; *Disabilities; Females; *Minority Groups; Program Evaluation; School Holding Power; State Surveys; Student Recruitment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Illinois

In May 1986, the Illinois Board of Higher Education adopted procedures and requirements for addressing the underrepresentation of minorities, females, and the handicapped in public higher education. The university governing boards and the Illinois Community College Board (ICCB) have since been required to periodically report and assess their efforts to enhance participation at their institutions. In October 1987, the Illinois community colleges reported on their plans and goals. A year later, the colleges were asked to provide the ICCB with an update, including information on how they are evaluating or plan to evaluate their progress, as well as on any results of their evaluation efforts. Responses from 38 of the colleges indicated that each district had not only implemented the plans and goals established in 1987, but had also established evaluation methods. Several colleges have implemented activities that are applicable to all three target groups, including the development of systems to track student progress and the preparation of policy statements. Programs to improve the participation and success of minority students included efforts to help high school students in planning for college and the establishment of high risk identification and intervention programs. Since the participation and success of female students was not a problem in the colleges, most efforts were directed at improving services for special segments of the female population. Activities to enhance the participation of handicapped students included efforts to ensure access to facilities, the development of access guides for handicapped students, and cooperative arrangements with outside agencies and high schools. The progress report provides brief descriptions of the activities at each responding college. (AJL)

ED 302 312 JC 890 039

Special Programs for Minority Students at Illinois Community Colleges.
Illinois Community Coll. Board, Springfield.
PUB DATE- Jan 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; *Access to Education; Affirmative Action; *Community Colleges; Equal Education; *Minority Groups; Program Descriptions; Program Development; *School Holding Power; Statewide Planning; Student Personnel Services; *Student Recruitment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Illinois

Since the enactment of state legislation designed to address the underrepresentation of minorities, women, and the handicapped, Illinois institutions of higher education have developed many programs to address this problem. These efforts include a range of approaches from those focusing primarily on motivating students and strengthening their academic skills to those involving minority families and the local community. Several features are incorporated in these programs in varying degrees: (1) the programs involve regular college faculty; (2) they create a positive, academic environment through mentoring and peer counseling; (3) they depend on a positive relationship between the college and minority community; (4) they emphasize continuous collaboration with elementary/secondary schools and four-year institutions; (5) they receive support and promotion from college leadership; and (6) they are organized as a unit in order to provide a package of services and activities needed by minority students. Since community colleges provide access to the majority of Black and Hispanic students enrolling in higher education in Illinois, it is critical that these colleges develop and implement programs designed to enhance student participation, retention, and success. The report includes brief descriptions of 13 minority programs, including efforts focusing on career development, science enrichment, parent training, mentoring and support, student recruitment, and transfer articulation. (AJL)

ED 302 313 JC 890 040

Kyger, Betty L.

An Investigation of the Evaluation of Faculty Development Practices in Illinois Community Colleges.

PUB DATE- 85
NOTE- 186p.; Ph.D. dissertation; Illinois State University.
AVAILABLE FROM- University Microfilms, P. O. Box 1764, Ann Arbor, MI 48106 (Order No. ADG85-14776).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *College Faculty; Community Colleges; *Evaluation Methods; *Faculty Development; Faculty Evaluation; Instructional Effectiveness; *Instructional Improvement; Program Effectiveness; *Program Evaluation; Questionnaires; State Surveys; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Illinois

In fall 1984, a study was conducted to identify current instruction-related faculty development practices within Illinois's community colleges and to investigate the methods used to evaluate these practices. Data were collected from faculty development directors, academic administrators, and full-time teaching faculty in a two-stage process. During the first stage, colleges with relevant programs were identified, and during the second stage, faculty and administrators were surveyed about the evaluation of faculty development practices and the extent of improvement of instruction resulting from these practices. Study findings, based on responses from 36 of 48 faculty devlopment directors, 75 of 120 academic administrators, and 153 of 374 faculty members, included the following: (1) the most common faculty development practices at the colleges were sabbatical leaves, professional travel, tuition waivers for courses at the employing college, and workshops or seminars; (2) the most common evaluation methods were questionnaires, written reports by participants, and informal feedback; (3) faculty development practices were not adequately evaluated, perhaps due to lack of staff, time, funds, and expertise in evaluation methodology; and (4) there was little agreement among the program directors, academic administrators, and faculty with respect to the effectiveness of evaluation methods or the extent of instructional improvement resulting from the faculty development practices. (AJL)

ED 302 314 JC 890 041

JTCC's Holding Power: A Study of Student Retention. Fall 1987 to Winter & Spring 1988.

John Tyler Community Coll., Chester, VA. Office of Institutional Research.

PUB DATE- Jan 89
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Dropout Characteristics; Dropout Rate; Dropout Research; Enrollment Influences; Followup Studies; Full Time Students; Grade Point Average; Part Time Students; Questionnaires; *Student Attrition; Student Educational Objectives; Two Year Colleges; Two Year College Students; *Withdrawal (Education)

In 1988, a study was conducted at John Tyler Community College (JTCC) to investigate patterns in student retention during the 1987-88 academic year. A survey was mailed to 124 full-time and 237 part-time students who enrolled in the fall quarter but did not return for the winter or spring quarters. Study findings, based on a 50% response rate, included the following: (1) 52.5% of the 4,855 students who attended JTCC in fall 1987 did not attend the subsequent winter or spring quarters; (2) 95% of the non-returning students were attending part time; (3) the highest attrition rates were found among students who were attending JTCC to upgrade or develop their skills; (4) 84% of the non-returning students had earned 15 or fewer credits; (5) the top three reasons for full-time respondents not returning to JTCC were "lack of time due to job requirements," "lack of time due to family responsibilities," and "financial problems"; (6) the top three reasons for part-time students not returning were "lack of time due to job requirements," "completed courses I desired to take," and "lack of time due to family responsibilities"; (7) at the time of the survey, a majority of both the full- and part-time respondents were employed full time and were not attending school; and (8) a majority of the full- and part-time respondents felt that JTCC was very or somewhat helpful in assisting them to achieve their goals, and stated that they planned to return to JTCC in the future. The survey instrument is included. (AAC)

Cogburn, Helen E.
Recidivism Study: Positive Terminations from J. F. Ingram State Technical College, 1976-1986.
J. F. Ingram State Technical Coll., Deatsville, AL.
PUB DATE- Nov 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Correctional Education; *Correctional Rehabilitation; Criminals; Educational Certificates; Followup Studies; High School Equivalency Programs; *Prisoners; Program Effectiveness; *Recidivism; *Technical Institutes; Two Year Colleges; *Vocational Rehabilitation

In 1988, a study was conducted by the J. F. Ingram State Technical College (ISTC) to determine recidivism rates for incarcerated individuals who earned a diploma and/or a General Educational Development (GED) certificate at ISTC during the years 1976 through 1986. The identification numbers of 2,844 students who had completed programs at ISTC were checked against current Alabama Department of Corrections records to identify students who had graduated and not returned to prison (non-recidivists); graduated and returned to prison on a new conviction (recidivists); and graduated but were still incarcerated. Study findings included the following: (1) of the 2,844 students included in the study, 1,182 earned diplomas, 284 earned both diplomas and GED certificates, and 1,378 earned GED certificates only; (2) 69.7% of the program completers were non-recidivists, 10.8% were recidivists, and 19.5% were still incarcerated; (3) recidivism rates were 12.9% for GED recipients, 13.3% for diploma recipients, and 16.9% for those who earned both a GED and a diploma; and (4) staff observations indicated that students who stayed in school only long enough to earn a GED were younger, initially better educated, and tended to be serving shorter sentences for less serious crimes than the students who remained in school through GED and two-year diploma training. Study findings supported the role of ISTC in reducing

recividism. (AAC)

ED 302 316 PS 017 540

Kailua Intermediate School. Excellence in Education (ERIG-86-0061) Success in the Basic Skills I.D. No. 84.171. Fourth Quarter Report.

Windward Oahu School District, Kailu, HI.
REPORT NO.- ERIG-86-0061
PUB DATE- 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; Elementary Education; Guidelines; *Homework; Junior High Schools; Learning Activities; *Learning Laboratories; *Mathematics Skills
IDENTIFIERS- *United States Constitution

This quarterly report on the Kailua Intermediate School's Excellence in Education Project provides information about the status of the project's four components, success of the project, replication of the project in other schools, and the project budget. The four component areas described include the skills laboratory, Homework Assist Program, U.S. Bicentennial, and the math skills component. Although the project ended in June, 1987, efforts to upgrade the basic skills program at Kailua Intermediate continue. Appendices provide a bibliography of print and film learning materials, descriptions of learning activities and games, a U.S. Constitution test, an eighth-grade group's video script on the 13th amendment to the Constitution, and 1987-1988 guidelines for the Mathematics Skills Laboratory (MSL). These guidelines focus on the rationale of the laboratory, its organization and management, evaluation of the MSL, and the lab budget. Appended to the laboratory guidelines are lists of MSL components, curriculum outlines and flowcharts, lists of equipment and textbooks, and student schedule and record sheets. (RH)

ED 302 317 PS 017 579

Van Hoven, Colleen M.
Bridging the Gap: Bringing Research and Practice Together in Early Childhood Education.
Johnson Foundation, Inc., Racine, Wis.
PUB DATE- 87
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Childhood Education; *Educational Improvement; Educational Needs; *Play; Research and Development; *Research Utilization; *Social Behavior; Theory Practice Relationship
IDENTIFIERS- *Academic Pressure; *Barriers to Excellence

Discussed are three issues in early childhood education that have been addressed extensively by the research literature, namely: (1) the risks of early academic pressures on young children; (2) the importance of play in early childhood education; and (3) interaction as the context for early learning. Several reasons that child development and early learning theory and research are not being applied in early education programs are examined. These reasons seem to be economic, political, and social; philosophical; practical; and emotional. Some suggestions for bridging the gap between theory and research on the one hand and practice on the other are offered. It is concluded that educational programs for young children, whether in nursery schools, day care centers, or public schools, could be much better than they are if attention were paid to what research has to say. However, efforts to bring research and practice together in early childhood education have been going on for 15 years to little avail. It is time to change this situation. Eighty references are listed. (RH)

ED 302 318 PS 017 589

Act for Better Child Care Services of 1988. Report from the Committee on Education and Labor (To Accompany H.R. 3660). Report Together with Dissenting, Additional, and Individual Views. House of Representatives, 100th Congress, 2d Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- House-R-100-985-Part-1
PUB DATE- 27 Sep 88
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Day Care; Early Childhood Education; *Federal Government; *Federal Legislation; *Government Role; *Grants
IDENTIFIERS- *Act for Better Child Care Services 1988

Provided are a committee report on the Act for Better Child Care Services of 1988, as amended, and dissenting, additional, and individual views on the legislation. The Act, H.R. 3660, authorizes matching grants to states to: (1) assist low- and moderate-income families with their child care costs on a sliding fee scale basis; and (2) carry out related activities designed to promote the availability of affordable, high quality child care services. Substantial sections of the report offer information on the background and need for legislation, an explanation of the bill, information on the cost of the legislation, and a section-by-section analysis. Legislators in disagreement with the Act assert that the approach taken by the bill is inherently flawed and that the bill must be defeated. (RH)

ED 302 319 PS 017 601

Spencer, Linda
Infant and Toddler Care: Child Care Services.
Lincoln County School of Technology, Lincolnton, NC.
PUB DATE- 88
NOTE- 71p.; This document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Budgets; *Classroom Design; *Curriculum Development; *Day Care; *Day Care Centers; Early Childhood Education; *Infants; Postsecondary Education; Toddlers
IDENTIFIERS- *Infant Care

Four curriculum modules provide instruction on aspects of infant and toddler child care services. Contents concern budgeting, center characteristics, curriculum planning, and environmental design for infant and toddler programs. The color-coded modules list objectives and resources, and provide information and assignment sheets, sample forms and diagrams, and bibliographies. (RH)

ED 302 320 PS 017 602

Thorstad, G.
Transferrability of the Plan Test to Children in Italy and Its Developmental Implications.
PUB DATE- Sep 88
NOTE- 53p.; Paper presented at the Annual Conference of the British Psychological Society (1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Cross Cultural Studies; Elementary Education; *Elementary School Students; Foreign Countries; *Freehand Drawing; *House Plan; Scoring; *Test Validity
IDENTIFIERS- Developmental Patterns; *England; *Italy

In England, a 40-item test of a child's ability to draw the ground floor layout of his or her home was developed. Findings of initial analyses indicated that subjects' drawings improved between the ages of 6 and 12 years. In order to test the cross-cultural validity of the standardization of the test and to see if the order of concept development found among English children would be replicated in Italy, the measure was administered among matched samples of children in northern Italy and England. Participants were 99 English and 72 Italian children between 6 and approximately 11 years of age who attended small, rural schools. Mean scores and the sequence of concept development of Italian and English children were similar. Results confirmed earlier findings that children first draw pictures of houses, then vertical sections. Children next use projective views and finally draw horizontal sections of rooms, doors, and windows, in that order. These developmental changes seem to be achieved through decentration, which allows the conflict of front and back viewpoints to be resolved by taking a viewpoint at 90 degrees to the ground over each room individually. The viewpoint is later extended systematically in a horizontal plane over all the plan. Related materials, including illustrations of children's drawings and the test's scoring system, are appended. (RH)

ED 302 321 PS 017 642

Alleyne, Mekada J.

"'Our Children Are the Future.'" Black Families and Children: The Child Welfare System in London, England Empowering Black Families and Children in Spite of the System--Developing Models for Practice.

PUB DATE- 12 Oct 88

NOTE- 20p.; Paper presented at the National Black Child Development Institute Conference (Los Angeles, CA, October 12, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adoption; Black Family; Black Youth; Delivery Systems; Foreign Countries; *Foster Care; *Public Policy; *Racial Discrimination; Racial Relations; *Social History; Social Services; *Social Work; Transracial Adoption

IDENTIFIERS- *Great Britain

It is maintained that Great Britain at its very heart is a racist society, in spite of the fact that there has been a permanent black community in Great Britain for 500 years, and members of this commmunity have made positive, productive contributions to British society. In 1731, so many blacks were apprenticed to tradesmen that the Corporation of London prohibited the teaching of trades by London companies. Blacks fought on the British side in the war with the American colonists, and in the first and second World Wars. Other blacks later came to Great Britain in response to recruitment drives in the Caribbean. Recent social policies have not been directed toward eliminating racism, but have centered on assimilation, integration, and pluralism. Within this context, social work based on liberal humanism and the notion of assimilation pathologized black families. Like the rest of British society, the social workers identified blacks as inferior and did not recognize the authenticity of the black experience. It is not surprising, then, that the helping process became a disabling process of service delivery for black families. This argument is developed in discussions of the consequences of misperceiving the strengths of black families, particularly in cases of residential care and transracial adoption, and the increase in numbers of black foster parents. (RH)

ED 302 322 PS 017 664

Bard, Rachel; And Others
Hunger in Washington State. A Report by the Governor's Task Force on Hunger.
Washington Governor's Task Force on Hunger, Olympia.
PUB DATE- Oct 88
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Delivery Systems; *Etiology; Federal Programs; *Hunger; *Individual Needs; *Program Development; Social Problems; State Programs
IDENTIFIERS- Food Distribution Programs; *Washington

Governor Booth Gardner established the Governor's Task Force on Hunger in 1986 and asked its members to study the problem of hunger in Washington State over a 2-year period. The task force conducted its work through three main committees: one to survey the nature and extent of hunger in the state, one to uncover major causes of hunger, and one to examine food assistance programs. Summaries of the findings of the committees are included in the six chapters of this report. In general, the report documents the existence of a serious hunger problem in the state, outlines causes of hunger, and describes current food assistance programs and the barriers that prevent them from more effectively addressing the problem. The report offers a set of 38 recommendations that provide the basis for legislative action at the State and Federal level, for administrative changes designed to improve access to help by the hungry, and for improving the effectiveness of private sector efforts. Included is a chart showing which recommendations should be implemented first. (RH)

Shade, Daniel D.
Computers as Partners Project (CAPP).
Delaware Univ., Newark. Coll. of Humman Resources.
PUB DATE- Nov 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Software; *Computer Uses in Education; Course Descriptions; Day Camp Programs; *Early Childhood Education; *Educational Objectives; Program Descriptions; Program Evaluation; *Publications; *Research and Development; *Speeches; Summer Programs
IDENTIFIERS- Software Development; Software Evaluation

Described are aspects of the Computers As Partners Project (CAPP) of the Department of Individual and Family Studies, College of Human Resources, University of Delaware. Originally known as the Computer Active Preschool Project, the CAPP began in January, 1983 as a pilot program designed to determine the best ways to integrate computers into early childhood education programs. Since then, the program has explored innovative ways to introduce young children to the evolving computer technology that is increasingly becoming a part of their everyday lives. Major goals of the program are to insure that young children are introduced to computer technology in developmentally appropriate ways, and to gain understanding of the ways in which exposure to computers affects children's development. This report provides: (1) a brief history of the CAPP; (2) lists of objectives, research and development projects, and scholarly activities such as publications and presentations; and (3) descriptions of software development, coordination with Apple Computer Corporation as a national research and test site, and CAPP summer computer camps. Descriptions of summer camps focus on goals and program implementation evaluation. Selected responses from parents are included with evaluation questions. Proposed 1989 course and camp programs are briefly outlined. (RH)

ED 302 324 PS 017 681

Jenvey, Vickii
What Do We Know Really about the Effects of Toys on Children's Behaviour and Development?
PUB DATE- Aug 88
NOTE- 10p.; Paper presented at the Australian Developmental Conference (5th, Sydney, Australia, August 25-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *Antisocial Behavior; *Children; Foreign Countries; *Play; *Research Problems; *Toys; Violence
IDENTIFIERS- *Australia

In response to community concern about developmental effects on children who play with toys that portray antisocial, violent, or militaristic themes, two government committees were set up to investigate the issue. Psychologists have argued that playing with such toys may increase antisocial and aggressive behavior in children and have long-term effects on children's development of attitudes towards others and towards society in general. A review of research on children's play shows that there is little evidence to support such arguments. Reasons for lack of research are discussed in terms of: (1) problems of establishing criteria for defining 'antisocial,' 'violent,' and 'war toys'; (2) failure to collect and evaluate anecdotal evidence from parents, teachers, and clinicians about the toys; and (3) inappropriate argumentative use of evidence from research into effects on children of violent television programs. Problems associated with play research in general include: (1) difficulties in attributing motives to observable play behavior; (2) the likelihood the children's spontaneous play will be suppressed in an experimental situation; and (3) age and sociocultural differences in the significance of certain games and play behaviors in childhood. It is maintained that even without specific research, a case for negative consequences can be made. (RH)

ED 302 325 PS 017 682

Jenvey, Vickii
A Consideration of the Undesirable and Antisocial Effects of 'Victim' Toys.
PUB DATE- Sep 87
NOTE- 8p.; Paper submitted to the Committee of Inquiry into 'Victim' Toys, Federal Bureau of Consumer Affairs.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Antisocial Behavior; *Behavior Development; *Childhood Attitudes; *Children; Disabilities; Parent Child Relationship; Pretend Play; Role Models; *Toys; *Violence
IDENTIFIERS- Victimization

This report surveys nine different toys with "victim" characteristics which are designed for children of 4-5 years and older. The toys were on display in toy shops, department stores, and supermarkets. The toys included doll-like figures with disfigurations, mutilations, mental and physical disabilities, heads which fly off, and eyes which can be pulled out of the head. Undesirable or antisocial psychological effects on children exposed to these toys include effects on: (1) parent, child, and child and adult relationships; (2) children's play behavior; (3) formation of attitudes towards the disabled. Children who are likely to be most vulnerable to the effects of victim toys include children: (1) of 2-5 years; (2) with limited exposure to prosocial influences; (3) who are exposed to violence and antisocial behaviors in the home environment; and (4) who deal with frustration and aggression by physical intimidation of other children. (RJC)

ED 302 326 PS 017 690

Spencer, Carol; Allen, Michael G.
Grouping Students by Ability: A Review of the Literature.
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Grouping; *Educational Change; Educational History; Educational Practices; *Grouping (Instructional Purposes); Guidelines; *Heterogeneous Grouping; *Homogeneous Grouping; Literature Reviews; *Middle Schools; Secondary Schools; Teacher Role; Track System (Education)

Grouping students homogeneously by ability level is a common practice in public middle and secondary schools. This practice persists despite research evidence that it actively hinders students' learning. To change grouping practices, however, concurrent changes must be made in the design of schedules, curriculum, and instruction. Such changes can be made in ways compatible with many effective teaching and learning practices that characterize the middle school. In fact, there are many small, concrete, and mechanical things that middle-level educators can do to create an environment that communicates to students the idea that learning is the most important thing in the school setting. Of numerous research findings and practical considerations related to heterogeneous grouping, none is more important than the fact that all students learn best in classes where the ability level is average or higher. This is the starting point for changing attitudes and practices. The time has come to close the door on homogeneous grouping at the middle level. (RH)

ED 302 327 PS 017 695

Lamb, Michael E.; Sternberg, Kathleen J.
Some Thoughts about Infant Daycare.
PUB DATE- Mar 88
NOTE- 9p.; Paper presented at the American Orthopsychiatric Association Convention (San Francisco, CA, March 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Early Childhood Education; *Infants; Outcomes of Education; *Research Problems; *Toddlers
IDENTIFIERS- *Infant Care

Public concern about day care now focuses on infants and toddlers who began receiving out-of-home care before they had established attachments to their parents. In 1987, public conscience was inflamed by a series of reports in the popular media and the professional literature that underscored potential risks inherent in out-of-home care intiated when children were at an early age. It is maintained that the conclusions of these reports are not justified. Numerous problems in the reports resulted from researchers relying primarily on the Strange Situation to assess effects of infant day care. There is a great deal of variation in the choice of background variables used to define the day care experience. There is also great variability in the manner in which "extent of care" is defined. Furthermore, researchers do not always include measures of the quality of care received. Despite two decades of intensive research, the effects of day care remain poorly understood. However, a few simple questions can be answered with confidence. Nonparental care experiences need not have harmful effects on children's development. Quality of care and amount of weekly nonparental care appear to be important influences. It is hoped that the current wave of research on day care will yield clearer conclusions than that of the last 20 years. (RH)

ED 302 328 PS 017 703

Federlein, Anne Cairns
100 New Play Ideas for Monday Morning.
PUB DATE- 88
NOTE- 45p.
AVAILABLE FROM- Child Development Designs Inc., 3375 Buckingham Trail, West Bloomfield, MI 48033 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Early Childhood Education; *Learning Activities; *Play; *Young Children

Chapter 1 discusses what children learn through play and how they learn it. Chapter 2 contrasts different goals of public schools and early childhood programs. Chapter 3 describes science activities for young children. Chapter 4 outlines additional learning activities. A bibliography lists suggested readings on play. (RH)

ED 302 329 PS 017 704

Federlein, Anne Cairns
Opening a Child Care Center: Expensive Lessons Learned by an Owner.
PUB DATE- 88
NOTE- 43p.
AVAILABLE FROM- Child Development Designs Inc., 3375 Buckingham Trail, West Bloomfield, MI 48033 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Budgets; *Business Administration; *Day Care Centers; Early Childhood Education; Guidelines; *Legal Responsibility; *Personnel
IDENTIFIERS- *Hazards

An introductory chapter providing an overview of marked conditions for day care centers, is followed by three chapters on specific aspects of the process of offering high quality child care at an affordable price. Vignettes drawn from experience provide additional insight into day-to-day child care business operations. An overview of marketing conditions in chapter 1 argues that it is possible to offer a high quality program, maintain a balanced budget, and operate day care centers profitably on a long-term basis. Chapter 2, which focuses on budgetary considerations, covers tuition and budgets for large and small centers, and suggests ways to increase income by providing additional services. Chapter 3 discusses legal procedures for hiring and firing. Included are tips on interviewing techniques and provision of wages and benefits. Chapter 4 describes experiences with partnerships, purchase of equipment, offended parents, and parents alleging child abuse. The booklet concludes with an outline of steps that lead to success for day care program directors. (RH)

ED 302 330 PS 017 705

Federlein, Anne Cairns
Taking Care of Young Children with AIDS.
PUB DATE- 88
NOTE- 31p.
AVAILABLE FROM- Child Development Designs Inc., 3375 Buckingham Trail, West Bloomfield, MI 48033 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Administrator Responsibility; *Communicable Diseases; Early Childhood Education; Guidelines; *Resources; *Teacher Responsibility; *Young Children

This booklet provides an overview of the Acquired Immune Deficiency Syndrome (AIDS) and guidelines for child care administrators and caregivers. It is argued that reason must overcome fear about the spread of the human immunodeficiency virus (HIV) in early childhood centers. Discussion addresses such questions as: (1) Can child caregivers get AIDS from children? (2) Can children contract AIDS from other children? (3) Can mothers infect their newborn children? Guidelines for caregivers concern risk of infection, hand washing techniques, and curriculum issues. Guidelines for administrators focus on questions such as: (1) Must I enroll a child with AIDS? (2) When should a child with AIDS not attend a child care program? (3) Should schools teach children about AIDS? (4) What should be done about other infections AIDS children get? References and numerous resources, including hotlines, organizations, resource materials, free publications, videotapes, a catalogue, and posters, are listed. (RH)

ED 302 331 PS 017 710

Wardle, Francis
Interracial Families and Biracial Children: How the Child Care Program Should Respond.
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Children; Early Childhood Education; Family Characteristics; *Individual Needs; *Intermarriage; *Racial Bias; *School Responsibility; Self Concept
IDENTIFIERS- *Biracial Children; *Interracial Families

This paper presents the views of an early childhood educator who is also a parent of biracial children on the following topics: interracial families, biracial children, and ways in which early childhood programs and schools should work with these families and children. Discussion focuses on mixed backgrounds, the need for and use of appropriate labels, the multiplex heritage of biracial children, their genetic heritage, society's definition of biracial children, myths about interracial parents and their children, ways of supporting biracial children in the early childhood school setting, teachers' support of biracial children, and 13 specific school and classroom activities to be used with biracial children. Educators need to be responsive to the identity needs of biracial children, and the special needs of their parents. Difficulties that hinder educators' abilities to respond to biracial children are described. Professionals who work with young children must overcome these difficulties, gain the information that is needed to destroy the myths about biracial children, and provide experiences to support biracial children's development of positive identities. (RH)

ED 302 332 PS 017 711

Rihl, Jordel V.; And Others
Pre-First Grade: A Year To Grow. A Follow Up Study.
PUB DATE- Jun 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Developmental Programs; Elementary Education; *Elementary School Students; Followup Studies; Grade 1; Grade 5; Grade 6; *Grade Repetition; *Self Concept; *Transitional Programs

This follow-up study investigated the self-concept of students who had received an additional year of readiness experiences before entering first grade to see if their good self-concept in the first grade was sustained over a period of 6 years. Of 100 participants in an original study that found the self-concepts of first grade readiness subjects to be higher than those of retained subjects, 60 were available for follow-up. Of the 60, 34 had successfully passed all grades and were in sixth grade, and 26 had been retained and were in fifth grade. All were given the Piers-Harris Children's Self-Concept Scale. Findings indicated that fifth-grade students did not sustain their first-grade self-concept level. Although the results of the sixth-grade group were not statistically significant, their mean score was four points higher than that of the first-grade retained group. This could indicate that starting school in the developmental class had a positive effect on the development of the sixth graders' self-concept. A review of participants' fourth-grade scores on the Iowa Test of Basic Skills indicated that the mean score of the development group was higher than the mean score of the retained group, although the difference was not statistically significant. (RH)

ED 302 333 PS 017 712

Ham, Dorothy; Perry, Janet
Continuity of Learning for Children Ages 4, 5, and 6 in South Carolina Public Schools.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Definitions; *Developmental Continuity; *Early Childhood Education; *Educational Policy; *Educational Practices; Grade 1; Guidelines; Kindergarten; Preschool Education; Public Schools; State Programs; Teacher Responsibility
IDENTIFIERS- *Program Characteristics; *South Carolina

Intended for use in in-service instruction for preschool, kindergarten, and first-grade teachers, this publication addresses major issues related to student transition between grades. Contents reflect the practices, strategies, and ideas of discussants, who included principals, teachers and administrators who were members of a task force convened in South Carolina. Part I explores the origins of program differences. Part II focuses on terminology related to program continuity. Part III addresses policies that affect the progression of young children in school. Part IV provides strategies and practices that promote continuous learning. (RH)

Elliott, Alison
Sex Typing of Young Children's Behaviours in a Computer Active Preschool Classroom. Project Report: A Working Paper.
PUB DATE- Jun 88
NOTE- 18p.; Paper presented at the National Educational Computing Conference (Dallas, TX, June 15-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Foreign Countries; *Learning Centers (Classroom); *Microcomputers; *Play; *Preschool Children; Preschool Education; *Sex Stereotypes
IDENTIFIERS- *Australia

Outlined are preliminary findings from a study of computer use by Australian preschool children. Subjects were 90 children of 4 years who were enrolled in four Sydney preschool classes. A computer was set up in a learning center and was available to the children during free play sessions. Children's behaviors were observed and recorded as the children used a drawing program and a single key stroke version of Logo with a floor "turtle." Observations took place over a 5- to 6-week period. Reported results focus on: (1) computing knowledge, attitudes, and experience; (2) expressed play preferences; (3) frequency and duration of computer play; and (4) play style in the computer area. Findings suggest that 4-year-old children may already be seeing the use of computers in society and the classroom as a male-oriented activity. The possible sex typing of computing and computer-based activities at such an early age has several implications that are related to the development of differential skills, attitudes, outlooks, and future goals. It is concluded that early childhood educators need to take action to encourage more gender equitable participation and experience in computer use. (RH)

Weiss, Heather; And Others
Pioneering States: Innovative Family Support and Education Programs: Connecticut, Kentucky, Maryland, Minnesota, Missouri.
Harvard Univ., **Cambridge, Mass. Graduate School of Education.**
PUB DATE- 88
NOTE- 26p.; Document contains small type.
AVAILABLE FROM- Harvard Family Research Project, Harvard Graduate School of Education, Longfellow Hall, Appian Way, Cambridge, MA 02138 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; *Family Programs; *Parent Education; *Preschool Education; Program Descriptions; State Programs
IDENTIFIERS- Connecticut; *Early Childhood Family Education; Kentucky; Maryland; Minnesota; Missouri

Part of the Harvard Family Research Project's ongoing series of case studies that examine state-level policy and programs for families, this booklet reviews initiatives undertaken by the states of Connecticut, Kentucky, Maryland, Minnesota, and Missouri to support and educate families with young children. Each of the booklet's five sections focuses on a particular state, and includes a history of the state initiative, a description of its scope, and thoughtful reflections by the state-level director about lessons learned and expectations for the future. (RH)

ED 302 336 PS 017 715

Root, Tonja L.; Rowe, Roy H.

Principals' Perceptions of Computer Use in Administration and Instruction.

PUB DATE- Feb 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Miami Beach, FL, February 24-27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Computer Uses in Education; *Educational Administration; *Educational Practices; Elementary Secondary Education; Futures (of Society); *Principals; Public Schools; School Surveys

IDENTIFIERS- *Georgia

A study was made of: (1) computer use by administrators, teachers, and students in south Georgia public schools; (2) administrators' perceptions of the ability of new teachers to use computers; and (3) the future of computers in public schools. A questionnaire was sent to 193 schools in the 44 school districts in the Valdosta State College service area. Survey questions concerned: (1) demographic information; (2) hardware; (3) administrative uses; (4) teacher uses; (5) student uses by subject area; (6) administrators' ranking of importance of instructional uses; (7) administrators' perception of preparation of new teachers for computer use; (8) administrators' predictions of computer use in public schools; and (9) administrators' perceptions of the role of Valdosta State College in preparing teachers and administrators for computer use. Returned questionnaires were divided into three groups by school type: elementary, middle, and high. Data were compiled within each group and percentages were computed. Comparisons were made among types of schools. (RH)

ED 302 337 PS 017 716

Goble, Carla B.; McCullers, John C.
Moral Judgment: Intention and Consequence Reconsidered.
PUB DATE- Mar 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwestern Society for Research in Human Development (New Orleans, LA, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Developmental Stages; *Moral Values; Piagetian Theory; *Value Judgment; *Young Adults
IDENTIFIERS- *Consequences; *Intention; Kohlberg (Lawrence)

Purposes of this study were to reexamine Piaget's conception of the roles of intention and consequence as bases for moral judgments, and to assess the implications of this effort for Kohlberg's concept of homogeneity of moral reasoning stages. The study examined the effects of manipulation of the severity of consequences in moral dilemmas on the resulting moral judgments of adults. It was hypothesized that adults sometimes make moral judgments based on the outcome of a situation, rather than the actor's intent. It was expected that actors in stories with more severe outcomes would be evaluated more harshly than actors in stories with less severe outcomes. Subjects were 61 undergraduate students. Another 58 undergraduates ranked the stories for severity of outcome. Demographic data and subjects' responses to five short dilemma stories were obtained. Subjects used a 7-point rating scale to respond to six opinion statements designed to measure perceptions of the actor's responsibility for an accident, intelligence, goodness or badness, carelessness, concern for others, and ability to foresee the accident. Findings indicated that consequences can affect moral judgments, with more severe consequences resulting in more negative judgments. Results also showed that intent is taken into consideration when judgments are made. Findings present difficulties for Kohlberg's conception of stage homogeneity and are more consistent with Piaget's original views of stage homogeneity in moral development. (RH)

ED 302 338   PS 017 717

Richardson, Donald M.
Improving Communication with Elementary School Parents through a Targeted Communications Program Involving Classroom Teachers and the Principal.
PUB DATE- 88
NOTE- 93p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Educational Improvement; Elementary Education; Elementary School Teachers; Improvement Programs; Inservice Teacher Education; Intervention; *Organizational Communication; Parents; *Parent School Relationship; *Parent Teacher Conferences; *Parent Teacher Cooperation; Program Effectiveness; Program Implementation; Questionnaires; *School Community Relationship

An elementary school principal implemented a practicum to improve school-home communication at a school where administrators believed that a history of poor communication between parents and teachers negatively influenced the school's academic and parent involvement programs. Specific practicum goals were to improve: (1) school-home communication to a level perceived as satisfactory by 70 percent of the parents; and (2) the school-home relationship through the implementation of a targeted written and personal communication program. The program focused on developing processes that would improve school-home communication through written and personal approaches with parents. Results were positive. Related materials, including a parent attitude survey, a school-to-home communication survey, a staff survey on the school-home communication program, a grade-level newsletter information collection form, a teleconference documentation form, and an outline of 10 teacher training sessions. (RH)

ED 302 339 PS 017 719

Lombardo, Kathy A.
Facilitating Employee Recruitment and Retention through On-Site Child Day Care.
PUB DATE- Dec 88
NOTE- 52p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Children; Early Childhood Education; *Employer Supported Day Care; *Hospitals; Infants; *Labor Turnover; *Personnel Needs; *Program Effectiveness; *Recruitment
IDENTIFIERS- *Infant Care

An early childhood educator at a 360-bed community general hospital implemented a licensed on-site child care program for children between 6 weeks and 10 years of age in order to improve employee recruitment and retention by assisting employees with appropriate child care arrangements. A parent questionnaire was used to assess the degree to which the availability of high quality child care influenced employees' ability to begin or return to employment, remain employed, and increase time available to work. Success of the practicum intervention was defined as demonstrated when a minimum of six new employees began work and six present employees remained employed, increased the number of hours worked, or changed shifts due to the availability of on-site child care services. Employees who returned to work after a leave were included in the evaluation sample. Data indicated that practicum objectives were met or exceeded in the areas of recruitment and retention. (RH)

ED 302 340 PS 017 720

Howard, Esther M.; Correro, Gloria C.
An Evaluation of the Physical Development of Kindergarten Students in Mississippi.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson.
PUB DATE- Nov 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; *Educational Needs; Kindergarten; *Kindergarten Children; *Physical Development; Primary Education; Program Evaluation; State Programs
IDENTIFIERS- *Mississippi

The purpose of this phase of the evaluation of the Mississippi Kindergarten Program (MKP) was to determine if 1987-88 kindergarten students made significant progress toward the attainment of motor skills normally performed by 4-, 5-, and 6-year-old children. A secondary purpose was to determine if the program enhanced physical growth among 5-year-olds. A total of 24 school districts were randomly selected to administer Mississippi Physical Coordination Inventory (MPCI) pretests and posttests to approximately 5,000 kindergarten students. Findings suggest that the MKP is structured around an atmosphere that provides for the development of physical coordination. However, many of Mississippi's young children cannot accomplish motor activities common to 4-, 5-, and 6-year-olds. Approximately 17 percent of the kindergarten children could not perform 4-year skills, 33 percent could not perform 5-year skills, and 50 percent could not perform 6-year skills. It is concluded that the percentages of children who do not master age-appropriate physical motor activities remain a cause of great concern. Recommendations for improving the situation are offered. (RH)

ED 302 341 PS 017 721

Vartuli, Sue
Jackson County Family Day Care Project Final Report.
Missouri Univ., Kansas City. School of Education.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Nov 88
NOTE- 277p.
GRANT- DHHS-90-CW-0779
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; *Curriculum Development; Early Childhood Education; *Family Day Care; Group Discussion; Home Visits; Library Services; Participant Characteristics; Program Descriptions; *Program Evaluation; Radio; *Student Recruitment; *Training; Videotape Recordings
IDENTIFIERS- Child Development Associate; *Missouri (Jackson County)

This report provides an overview of a 2-year project aimed at developing an introductory-level training and educational support program for family day care providers in Jackson County, Missouri. The report describes participant characteristics, curriculum development, provider recruitment efforts, formative and summative evaluation procedures and results. The training program had four components: (1) monthly group meetings; (2) monthly home visits; (3) a resource and toy lending library; and (4) radio broadcasts. Content was based on the Child Development Associate credential competencies. Data suggest that even though overall significant results between training and control groups were not obtained, the program was successful. The number of gain scores favored the training groups and indicated that behaviors, attitudes, and knowledge could be positively influenced by training. Providers expressed appreciation for the training opportunity. Providers' feelings of competence were enhanced, and provider-child interactions improved. The project represented an initial effort for systematic introductory training for family day care providers in the Kansas City community. Detailed information, and references to related materials, are provided in 8 tables and 17 appendices. (RH)

ED 302 342 PS 017 722

Summers, Marcia
Imitation, Dominance, Agonism and Prosocial Behavior: A Meta-Aalysis of Sibling Behavior.

PUB DATE- 25 Apr 87
NOTE- 35p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Antisocial Behavior; *Family Relationship; *Imitation; Meta Analysis; *Prosocial Behavior; Research Methodology; Sex Differences; *Siblings
IDENTIFIERS- *Agonism; *Dominance Hierarchies; Mixed Sex Dyads

The purpose of this paper is to elucidate processes involved in the sibling relationship in terms of four dimensions that are focal in the literature: imitation, dominance, agonism (negative behavior directed towards a sibling), and prosocial behavior. A number of findings on these dimensions were culled from 24 studies, 18 of which were done after 1980. A summary table that orders sample characteristics, research procedures, study variables, and level of significance, was constructed. Quantitative analyses were run when five or more findings in an area could be collected from an examination of each table of data in the collection of studies. Rosenthal's (1984) formula for effect size and a test of significance of effect were used. When two to four findings were found, results were evaluated qualitatively. Findings indicated that, within the areas of imitation, dominance, agonism, and prosocial behavior, generalizations clearly exist for which a good deal of evidence can be found. For example, the analysis yielded clear evidence that the older sibling plays an important role in the sibling relationship. Preschool mixed-sex dyads increase in agonism over time. Spacing of siblings' births is a significant variable. Dominance is greater in wide-spaced mixed-sex dyads. Males display more agonism with their siblings, while females display more prosocial behavior with their siblings. (RH)

ED 302 343 PS 017 723

Thomas, Elwyn

Putting Baseline Data on Human Development into Context for the Purpose of Schooling: Ideals and Realities.

PUB DATE- Aug 88
NOTE- 45p.; Tables have been filmed from best copy available. Paper presented at the Australian Developmental Conference (5th, Sydney, New South Wales, Australia, August 25-27, 1988).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Cognitive Development; Cultural Background; *Curriculum Development; *Developing Nations; Educational Needs; Elementary Secondary Education; Individual Development; *Moral Development; Preschool Education; *Social Development; Tables (Data)
IDENTIFIERS- *Baseline Data; *Singapore

The value of developmental baseline information is examined from an educational point of view. Data from studies on preschool children and primary and secondary school students that were carried out in Singapore are focal to the discussion. Sections of the paper concern: (1) assumptions about the value of baseline data on human development and children's learning; (2) curriculum needs of the preschool and primary school in Singapore; (3) baseline data on preschool children's cognitive capacities; (4) baseline data on primary school children's cognitive abilities; and (5) baseline data on moral and social behavior. Discussion reveals that in Singapore the amount of baseline data available for curriculum planning is growing. Preschoolers' performance on many mathematical tasks shows success, even beyond the expectations of the first and second year of the primary school mathematics curriculum. Language performance, especially in the areas of verbal fluency and pronunciation, fell short of expectations, as did performance on cognitive developmental tasks. The inclusion of new items on social cooperation and culturally relevant values in the assessment of social and moral behavior may facilitate the development of a Moral Education Program. In sum, a sound basis for curriculum development is being established in Singapore. (RH)

ED 302 344 PS 017 730

Bauch, Jerold P., Ed.
Early Childhood Education in the Schools. (NEA Aspects of Learning).
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1464-2
PUB DATE- Sep 88
NOTE- 350p.
AVAILABLE FROM- National Education Association (NEA) Professional Library, P.O. Box 509, West Haven, CT 06516 ($19.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010)
DESCRIPTORS- Community Involvement; Computer Uses in Education; Discipline; *Early Childhood Education; *Educational History; *Educational Policy; *Educational Trends; Futures (of Society); Parent Participation; *Preschool Education; Program Effectiveness; Program Evaluation; Student Behavior

Collected are 68 articles on a wide range of topics related to the education of young children in the schools. Section One offers historical perspectives of early childhood education. Section Two samples policy decisions about present and future issues, especially those with economic, social, and philosophical importance. Section Three explores issues, trends, and directions related to unanswered questions and sources of conflict and choice in early education. Section Four goes to the heart of the issues by focusing on preschool programs. Section Five, which concerns curriculum issues, aims to provoke thought by exploring what to teach, and why, how, and how not to teach it. Evidence and evaluation are discussed in Section Six, which summarizes some of what is known and what should be evaluated in the future. Section Seven explores both research and common-sense frameworks for thinking about electronic technology, particularly computers, for early childhood programs. Section Eight concerns parent involvement and partnerships between parents and teachers. Section Nine, which advocates nonviolent childhood, discusses child behavior and discipline. Section Ten probes future issues. Discussion questions are included at the end of each article. Numerous acknowledgements, footnotes, and references are listed by article in the final 33 pages of the book. (RH)

ED 302 345 PS 017 753

Thompson, Christine Marme
"I Make a Mark": The Significance of Talk in Young Children's
Artistic Development.
PUB DATE- 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Art Expression; *Childrens Art; *Creative Development; *Developmental Stages; Dialogs (Language); *Language Styles; Language Usage; Literature Reviews; *Speech Communication; *Teacher Role; Young Children

This selective review of literature presents research and theory in support of the proposition that language is an essential component of early artistic development, and is crucial to the nature and nurture of visual expression. Young children frequently accompany drawing activities with descriptive, reflective, and social conversation, verbally monitoring, supplementing, and sharing the progress of their marks. In this paper, four themes are discussed: (1) the role of talk in the transition from the nonrepresentational exuberance of early scribbles (marking) to the intentional symbolization of objects and events (drawing); (2) the impact of adult presence and involvement on the drawing processes of young children; (3) the possibility that young children exhibit particular styles of talking about their art; and (4) the recommendations offered by researchers and theorists concerning ways to engage children in dialogue about their art. The review proposes the encouragement of young children's natural tendency to talk about the process of making art as a foundation for teaching art in the early years. Adults' efforts to understand the nature of children's art and further children's development would benefit from recognizing and joining in the dialogue through which children name, ponder, initiate, and pursue the creation of visual form. (RH)

ED 302 346 RC 016 679

McIntosh, Billie Jane

Unemployed Native Americans in a Work Orientation Program in Phoenix

PUB DATE- 24 Apr 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Alcoholism; *American Indian Culture; *Cross Cultural Training; Drug Abuse; Job Skills; *Job Training; Postsecondary Education; Reservation American Indians; *Unemployment; Work Experience Programs
IDENTIFIERS- Arizona (Phoenix); *Job Training Partnership Act 1982; *Phoenix Indian Center AZ

The unemployment rate for Native Americans is 49% nationwide and 54% in Arizona. The Job Training Partnership Act (JPTA) program at the Phoenix Indian Center trains Native American adults to enter the urban work force. The Center offers work orientation programs, individual counseling, and work experience programs. The majority of the participants are from reservations and have come to the city to find employment. Cultural differences make acceptance into the work force difficult: (1) Native Americans are typically quiet and lack assertiveness; (2) they show respect by averting their eyes when communicating with others; (3) they are not bound by the same time constraints as Anglos; and (4) they are not motivated by the acquisition of material goods. Many Native Americans drink and use marijuana or peyote, possibly a sign of their social discontent. The paper suggests that programs such as the one described hold the key to the unemployment problem. She recommends that Native Americans run these programs and that such programs teach participants to function in a bicultural society. (KS)

ED 302 347 RC 016 848

Bill, Willard E.
Breaking the Sacred Circle.
Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.
REPORT NO.- IPS-630-88
PUB DATE- Jun 88
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Alaska Natives; *American Indian Culture; American Indian History; American Indian Reservations; American Indians; American Indian Studies; *Beliefs; Conservation (Environment); *Culture Conflict; *Land Use; North American History; *Philosophy; Secondary Education; Social Studies; *Values
IDENTIFIERS- Nature

Intended as a basis for student discussions on American Indian issues, this article provides background on American Indian and Alaskan Native spiritual values and the white man's disruption of the Sacred Circle of Life. The foundation of the philosophies of North American indigenous peoples was the idea of cyclical reaffirmation and the goal of maintaining a harmonious balance with nature. Traditional Indian activities were conducted with the circle in mind, reflecting the belief that the power of the world and nature worked in circles. Native societies were cooperative and depended on each facet of the environment for sustenance. Plants and animals were accorded equal value with humans, a view that made large scale exploitation impossible. The whiteman broke the Sacred Circle and placed the Indians in "boxes" with restrictions that prevented the traditional life and caused a loss of spiritual power. In this regard, the most serious of the white man's actions was the formation of the reservation system, an alternative to genocide. Land was a spiritual ingredient of Indian cultures; removal to the reservation broke the Indians' ties to sacred ancestral lands and led to spiritual and cultural disintegration. Warfare, disease, alcohol, missionary zeal, the 1887 Allotment Act, and removal of children to government schools contributed to the destruction. Today, Native Americans retain their reverence for the land and seek to strengthen the reservation and village, as the only land base left to them. This article contains many quotes from historical and contemporary Native American leaders, a vocabulary list, and study questions. (SV)

ED 302 348 RC 016 859

Owan, Tom Choken; And Others
School/Community-Based Alcoholism/Substance Abuse Prevention Survey.
Indian Health Service (PHS/HSA), Rockville, MD.
PUB DATE- 87
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Alaska Natives; *Alcohol Abuse; *Alcohol Education; Alcoholism; American Indian Education; *American Indians; Children; Community Programs; Drug Abuse; *Drug Education; Elementary Secondary Education; Prevention; *Substance Abuse; Surveys; Youth Problems; Youth Programs
IDENTIFIERS- Indian Health Service

This report describes school and community efforts to prevent alcoholism and substance abuse among American Indian and Alaskan Native youth. In 1986, the Indian Health Service (IHS) surveyed Bureau of Indian Affairs schools, public schools with large Indian enrollments, and community groups involved in 225 IHS-funded alcohol and substance abuse programs. Of 420 schools responding, 178 used a topical approach to alcohol/substance abuse education, while 86 were involved in one of five specific model programs; these 264 programs had 57,276 student participants on a predominantly weekly format. Program content most frequently included decision making, peer pressure, values clarification, physical and emotional effects of alcohol and substance abuse, and self-awareness and culture identity issues. Intervention activities focused on referral for counseling, psychological enrichment activities, and workshop/training. Observation of student and followup was the most frequently reported evaluation technique. Positive outcomes included increased self-esteem in 104 schools, and decreased disciplinary problems, increased attendance, and reduced substance abuse in about 60 schools each. Of 160 community programs responding, 137 targeted adolescents. Virtually all used topical materials plus one or more model programs; total participants numbered 31,946. Discussion and recommendations accompany each of 12 school and 11 community data tables. The report contains 53 references, data on Indian adolescent alcohol and substance abuse, IHS alcoholism and substance abuse objectives for 1995, brief descriptions of seven model programs, related mortality data, and the survey instrument. (SV)

ED 302 349 RC 016 861

Craddick, Jan
Developing a Model for an Advanced College Preparation Program for Rural Alaska Students.
PUB DATE- May 88
NOTE- 159p.; Ed.D. Research Project, Nova Univesity. For related document, see ED 289 657.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alaska Natives; Case Studies; College Bound Students; *College Preparation; *Disadvantaged; Educational Research; Grade 11; Higher Education; High Risk Students; *Nontraditional Students; Program Design; Questionnaires; *Rural Schools; Secondary Education; *Transitional Programs
IDENTIFIERS- Alaska; *Sheldon Jackson College AK

Alaska Natives have a high college dropout rate because of inadequate preparation for the learning and living requirements of college. This dissertation describes research used to develop Prelude, a 2-week advanced program for 11th grade rural Alaska students at Sheldon Jackson College (Alaska) that continues and expands the work begun by the basic Early College Incentive Program. A review of the literature examined (1) problems of culturally disadvantaged students entering college; (2) skills and courses required as adequate preparation for college; (3) the status of Alaska's rural schools in meeting standards of adequate preparation; and (4) strategies used in existing programs to help minority students make the transition to college. Questionnaires, telephone interviews, and a literature search collected data on 41 preparatory programs at 33 colleges and universities. The case study focused on the following features of the program: (1) preprogram assessment of student data; (2) diagnostic tests administered during orientation and used for course placement; (3) courses and academic, social, and recreational activities offered; (4) methods of course delivery; and (5) methods of course and program evaluation. Prelude staff and faculty analyzed the data and recommended procedures to implement their program. The report contains 67 references. It also includes appendices that provide a map of Alaska showing regions served by Prelude; the letter and questionnaire used to solicit research data; and Prelude's preprogram student assessment, recommendation, and diagnostic forms; and postprogram evaluation forms. (SV)

ED 302 350 RC 016 865

O'Hare, William P.
The Rise of Poverty in Rural America. Population Trends and Public Policy, Number 15.
Population Reference Bureau, Inc., Washington, D.C.
SPONS. AGENCY- Aspen Inst. for Humanistic Studies, New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Jul 88
NOTE- 21p.
AVAILABLE FROM- Circulation Dept., Population Reference Bureau, P.O. Box 96152, Washington, DC 20090-6152 (1 copy, $3.00, 2-10, $2.30 each, 11-50, $1.90 each, 51 or more, $1.50 each, orders of $50.00 or less must be prepaid. Postage on orders $50.00 or less $1.00 or 5% of order).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age Groups; Educational Attainment; *Family Income; Low Income; *Population Trends; *Poverty; Rural Areas; *Rural Population; Rural to Urban Migration; *Rural Urban Differences; Social Science Research; Underemployment; *Unemployment; Welfare Services
IDENTIFIERS- Current Population Survey

Dramatic demographic and socioeconomic shifts have occurred in rural areas over the last decade, increasing poverty among America's rural population. Analysis of the Census Bureau's Current Population Survey indicates that outmigration from rural areas, which has grown steadily since 1980, reached almost 1,000,000 between 1986 to 1987. Those leaving in the largest numbers were young adults and the better educated, people most needed to revitalize rural economies. Between 1979 and 1986, real median family income fell by 10% in rural areas and less than 1% in urban areas. In 1986 rural unemployment exceeded urban unemployment by 26%, and the rural poverty rate was 18%, 50% higher than the urban rate. Hardest hit have been young adults and their children; a quarter of rural children were living in poverty in 1986. About 62% of poor rural adults and 54% of poor urban adults, aged 18 to 44, held a job at least part of 1986. Most of the rural poor did not receive cash assistance or food stamps, did not live in public housing, and were not eligible for Medicaid. About 80% of young rural adults had finished high school, and 13% had graduated from college, compared to 85% and 23% for young urban adults. However, rural/urban differences in educational attainment and the quality of educational systems do not explain differences in poverty rates. Some problems faced by young rural adult workers stem from changing demographics and the growth of low paying jobs in rural areas. Many observers feel that the problem of rural poverty requires federal intervention, such as tax relief, welfare reform, or new economic development strategies. (SV)

ED 302 351 RC 016 866

Annual Migrant Education Program Plan for Fiscal Year 1988. Chapter 1, Education Consolidation and Improvement Act.

Kansas State Dept. of Education, Topeka. State and Federal Programs Administration.

PUB DATE- 14 Apr 87
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensatory Education; *Educational Objectives; Educational Planning; Elementary Secondary Education; Migrant Children; *Migrant Education; *Migrant Programs; Preschool Education; Program Design; *State Programs; Supplementary Education
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Kansas

The Kansas Migrant Education Program is a supplement to the regular school curriculum, designed to increase the academic achievement of migratory children. Projects include remedial and compensatory instruction, academic and vocational instruction, bilingual and multicultural educational services, special counseling and testing services, preschool services, and special instructional resource purchase or development. The program may also provide services in the areas of health, nutrition, and development of social skills to enable migratory children to participate effectively in instructional services. Uniform educational programing and transfer of records procedures are also program priorities. This document is the program's 1988 plan to serve an estimated 5,830 migratory children and application for federal funds. The plan outlines program objectives in the areas of: (1) needs assessment; (2) identification and recruitment of all eligible migrant children; (3) student instruction; (4) staff development; (5) the migrant student record transfer system; (6) parent involvement; (7) interstate, intrastate, and interagency cooperation; (8) support services; (9) early childhood education; and (10) migrant education summer programs. The report includes budget information, locations of migrant projects in 1986, eight tables detailing participation and test score improvement in 1985-86, and evaluation of objectives in the 1985-86 program plan. Appendices explain state and local assurances of compliance with federal civil rights regulations, outline the migrant education monitoring and enforcement plan, list staff development and inservice workshops in 1985-86, and define terms. (SV)

ED 302 352 RC 016 867

Plantz, Margaret C.; And Others

Indian Child Welfare: A Status Report. Final Report of the Survey of Indian Child Welfare and Implementation of the Indian Child Welfare Act and Section 428 of the Adoption Assistance and Child Welfare Act of 1980.

CSR, Inc., Washington, D.C.; Three Feathers Associates, Norman, OK.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
PUB DATE- 18 Apr 88
NOTE- 482p.
CONTRACT- 105-82-1602
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adopted Children; Adoption; *Alaska Natives; *American Indians; Childhood Needs; *Child Welfare; Family Programs; Federal Legislation; Federal Programs; Field Studies; Foster Care; Foster Children; *Program Evaluation; Surveys; *Welfare Services
IDENTIFIERS- Bureau of Indian Affairs; *Indian Child Welfare Act 1978; *Substitute Care

This is a report on the first national examination of the effects of the Indian Child Welfare Act (Public Law 95-608), enacted in 1978. The study examines the prevalence of Native American children in substitute care and the implementation of the act and portions of the Adoption Assistance and Child Welfare Act of 1980 as they affect Indian children and families. The study addresses questions concerning: numbers and characteristics of Indian children in substitute care, the nature and quality of services available to the children and to families, how long the children stay in substitute care, programs' current and projected needs, and resources available to agencies and tribes. The report concludes that there has been progress in implementing the act, but that federal efforts to communicate standards and monitor compliance have been limited. The act has not reduced the flow of Indian children into substitute care. Case records indicate tribal programs were doing a creditable job of following good casework practice, particularly noteworthy in light of inadequate funding. Funding for tribal child welfare programs often comes from a hodge-podge of sources that requires tribes to scramble and to compete for small and unreliable grants, making continuity of service nearly impossible. Off-reservation Indian-operated programs are seen as important service resources for urban Indian families. Such programs also offer foster care and placement while linking public agencies and tribes. Data suggest permanency planning in Bureau of Indian Affairs agencies is not being practiced as well as in other programs. This report contains 13 references and numerous tables. (TES)

ED 302 353 RC 016 870

Lesson Plans: The Census of Agriculture.
Bureau of the Census (DOC), Suitland, Md.
REPORT NO.- 87-A16
PUB DATE- 87
NOTE- 43p.
AVAILABLE FROM- Customer Service, Bureau of the Census, Washington, DC 20233.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Census Figures; *Data Interpretation; *Information Utilization; Lesson Plans; Secondary Education; Units of Study; Vocational Education
IDENTIFIERS- *Census of Agriculture 1982

This publication contains four lesson plans to assist teachers in instructing their students about the census of agriculture and its uses. Designed primarily for vocational agricultural classes, the lesson plans may also have applications in math, social studies, and journalism or writing classes. Teachers do not need specialized knowledge about census statistics. The lessons cover: (1) livestock and crop production data; (2) agribusiness and the use of census data in business decisions; (3) community development activities and the use of census data in local economic and land use decisions; and (4) the purposes of the census of agriculture and its use by government and private agencies. Each lesson plan includes objectives, teaching suggestions, student activities, and portions of the 1982 Census of Agriculture. The publication also contains general recommendations for using lesson materials, suggestions for additional class activities, a list of who benefits from census data, brief descriptions of Census Bureau reports on the Census of Agriculture and other agricultural information, a glossary of census terms, the Census of Agriculture form for 1988, and a fact sheet about U.S. agriculture in 1982. (SV)

ED 302 354 RC 016 871

Sloggett, Gordon; Doeksen, Gerald
Funding for Local Government and Schools in Rural Oklahoma. ERS Staff Report.
REPORT NO.- AGES880129
PUB DATE- Sep 88
NOTE- 53p.
AVAILABLE FROM- Elliott Dubin, USDA-ERS, 1301 New York Ave., N.W., Room 324, Washington, DC 20005-4788 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- City Government; Economic Research; Elementary Secondary Education; Federal Aid; *Financial Support; *Income; *Local Government; Public Schools; *Rural Areas; Rural Economics; *Rural Schools; *School Districts; School Funds; State Aid
IDENTIFIERS- *Oklahoma

Oil, gas, and agriculture are the bases of rural Oklahoma's economy, and income from these sectors varied widely during the 1980s. This study investigated revenue sources and the effects of changing revenues for county and town governments and school systems in 36 rural Oklahoma counties. Major sources of local revenue were sales taxes, property taxes, and charges for services. State revenues transferred to local institutions came mainly from sales taxes, income taxes, gross production taxes on oil and gas, excise taxes on motor fuels, and license fees. Federal revenue was a relatively small part of total revenues. Town governments received about 85% of their revenues from local sources. Residents in 21 of 36 sample towns raised their sales tax rates between 1981 and 1986. County governments received 40-50% of their revenues from local sources. Counties without a sales tax relied heavily on state revenue sources and were vulnerable to their fluctuations. State funds, subject to fluctuations, provided about 60% of the operating revenue for public schools. Interviews with 8 county, 12 city and 12 school administrators in 8 case study counties revealed that revenues did increase ahead of inflation in most cases. However, only two schools had added programs and teachers during the 5 year period, and eight had fewer teachers in 1986 than in 1981. Nine towns had reduced employee numbers, and others were using up reserve funds to maintain programs. Most counties had reduced employees, salaries, or programs. This report contains 11 references and 21 data tables. (SV)

ED 302 355 RC 016 874

End of the Road: Rural America's Poor Students and Poor Schools. National Rural, Small Schools Task Force Report to the Regional Educational Laboratories.

Council for Educational Development and Research, Washington, D.C.
PUB DATE- May 88
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Demonstration Programs; *Economically Disadvantaged; Educational Innovation; *Educationally Disadvantaged; Educational Practices; Elementary Secondary Education; Federal Aid; Profiles; Regional Laboratories; *Rural Schools; *School Districts; *Small Schools
IDENTIFIERS- National Rural Small Schools Task Force; Promising Practices; *Regional Educational Laboratories; Small School Districts

Across the nation, more than 2.2 million children attend 2,750 rural school districts that suffer from chronic, severe poverty. The National Rural Small Schools Task Force oversees nine regional educational laboratories as they identify and develop promising educational practices for rural, small schools. One laboratory developed a data base containing size, rurality, and income data for all U.S. school districts, and per pupil expenditure and student achievement data for districts in 17 states. Analysis of the 17-state sample showed that 49% of its school districts (2,587) were both small and rural, and 28% of these (717) ranked in the bottom quarter of districts in their state on at least two of three indicators: family wealth, per pupil expenditure, and student achievement. By adding large rural districts and projecting analyses to all 50 states, this report estimates that 2,750 U.S. rural school districts are chronically poor. During the first year of the rural small schools initiative, the laboratories developed or identified 39 promising practices for improving rural schools. Generally, these practices help schools solve their own problems, help policymakers make sound decisions, and install proven ideas in schools and communities. This report contains: (1) Task Force recommendations to the laboratories for second year activities and future funding possibilities; (2) data on poor rural school districts in Arkansas, California, Connecticut, Iowa, Kentucky, Massachusetts, Mississippi, Oregon, and West Virginia; and (3) the purpose, description, key features, results, and sites of the 39 promising educational practices. (SV)

ED 302 356 RC 016 876

Indian Child Welfare Act. Hearing on Oversight Hearings on the Indian Child Welfare Act, before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (November 10, 1987).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

REPORT NO.- Senate-Hrg-100-574
PUB DATE- 88
NOTE- 442p.; Some pages contain small, light type which may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Adoption; *Alaska Natives; *American Indians; Children; *Child Welfare; Federal Aid; Federal Indian Relationship; *Federal Legislation; *Foster Care; Hearings; Primary Sources; *Tribal Sovereignty; Tribes; Trust Responsibility (Government)
IDENTIFIERS- Congress 100th; *Indian Child Welfare Act 1978

This Senate hearing produced testimony on how the Indian Child Welfare Act of 1978 (ICWA) has been administered by government agencies and the courts. Three members of the Select Committee on Indian Affairs presented background information on the act's intent to confirm the tribe as the primary authority in matters involving an Indian child's relationship to parents or extended family. Seven tribal members from Washington, Montana, Alaska, Oklahoma, California, and Arizona discussed the importance to Indian children of maintaining contact with their cultural roots; the high rates of placement of Native children in non-Native foster and adoptive homes, particularly in Alaska; and the problems of vague wording in ICWA and poor funding for tribal child welfare activities. A witness from the Bureau of Indian Affairs (BIA) testified about the extent of the BIA's role in child placement proceedings and its funding and monitoring of tribal child welfare activities. State officials from Washington and Alaska described problems of inadequate funding and lack of Native foster homes. A Canadian speaker reported the unique problems of tribes that straddle the border. The Association on American Indian Affairs submitted proposals for two bills, one to fund Indian social services out of four existing federal programs, and the other to amend ICWA by clarifying and expanding its coverage, increasing tribal involvement and control, keeping families intact when possible, providing quicker proceedings, and creating compliance monitoring mechanisms. An advocacy group proposed an ICWA amendment that would extend coverage to indigenous Hawaiians. Twelve additional tribal groups submitted recommendations. (SV)

ED 302 357 RC 016 878

Loughran, Elizabeth Lee; White, Priscilla
A Rural County's Response to Homelessness.
PUB DATE- 30 Jul 87
NOTE- 21p.; Paper presented to the Community Development Society (Morgantown, WV, July 30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Economically Disadvantaged; *Helping Relationship; *Homeless People; Housing Needs; Human Services; Residential Care; *Residential Programs; Rural Areas
IDENTIFIERS- Massachusetts

This paper describes the response of one locality, a rural county in Western Massachusetts, to the reality of rural homelessness. Jessie's House, in Hampshire County, Massachusetts, is a short-term emergency shelter providing meals, housing, and advocacy to homeless families and individuals. The shelter has a staff of three full-time residents and two part-time nonresident staff, serving about 18 "guests" each night. The program operates on a model that attempts to adapt itself to the particular needs of homeless people in the rural area. The report details the following 5 ideas central to the Jessie's House model: (1) a cooperative household that accepts a wide variety of members; (2) an ecological relationship with the community in order to provide the homeless with the assistance they need; (3) a network of responses addressing the many needs of homeless people; (4) a team approach to service delivery, sustaining staff in a collaborative manner; and (5) responsiveness of feedback, assuring that the program will adapt to changing causes of homelessness. The paper also describes changes staff have made in the program since its founding. In 1985, the primary need of homeless people was perceived to be support services, and the Jessie's House staff worked to help other agencies develop and manage support programs. Today the perceived need is for low-cost housing, and Jessie's House is working to develop it. The paper emphasizes the importance of Jessie's House as a specific and flexible community response to the problem of rural homelessness. (TES)

ED 302 358 RC 016 879

Thomas, Margaret G.
Profiles in Rural Economic Development: A Guidebook of Selected Successful Rural Area Initiatives.
Midwest Research Inst., Kansas City, Mo. Economics and Management Science Div.
SPONS. AGENCY- Economic Development Administration (DOC), Washington D.C.
PUB DATE- Apr 88
NOTE- 143p.
AVAILABLE FROM- Margaret Thomas, Midwest Research Institute, 425 Volker Blvd., Kansas City, MO 64110 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Business; *Community Development; *Demonstration Programs; *Economic Development; Industrialization; Job Development; *Profiles; *Rural Areas; *Rural Development; Tourism
IDENTIFIERS- *Small Towns

This guidebook presents 64 profiles of successful economic development initiatives in the small towns and rural areas of 37 states. Intended for use by rural and small town leaders and rural economic development specialists, the guide provides ideas, encouragement, and an "insider perspective" on alternative rural development strategies. Each two-page profile describes the project and the type of organization involved and includes funding information, benefits to date, and a local contact person. Extensive quotes from local community leaders highlight keys to success and pitfalls to avoid in implementing similar approaches elsewhere. Each successful rural development effort carries at least one of the following hallmarks: (1) capitalizes on existing resources; (2) focuses on adding value to existing products; (3) aggressively pursues case transfer strategies; (4) helps existing businesses stay and expand; (5) incorporates education into the long-term effort; (6) seeks training and capacity building for local leaders; and (7) emphasizes research, planning, and long-term consistency. About 22 of these projects attracted industry to rural areas or developed industrial parks, 16 concentrated on small

businesses, and 10 focused on tourism. (Author/SV)

ED 302 359 RC 016 880

Mulkey, David
Education Policy and Rural Development: A Perspective from the Southern Region.
PUB DATE- 5 Oct 88
NOTE- 17p.; Paper prepared for presentation at the Southern Regional Rural Development Policy Workshop (Birmingham, AL, October 3-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compensatory Education; *Educational Equity (Finance); Educational Finance; *Educational Policy; Educational Quality; Elementary Secondary Education; Equal Education; Human Capital; *Rural Development; Rural Economics; *Rural Education; Rural Family; Rural Population; Rural Schools; Rural to Urban Migration
IDENTIFIERS- *United States (South)

The problem of rural education, specifically in the south, is not a single problem, but a set of related problems. This paper summarizes the historical perspective of education's importance in the rural South and the attitudes of the general populace. Illiteracy, dropout rates, and the need to retrain workers losing jobs in agriculture and traditional manufacturing are major issues to be addressed in policy making. Also presented here are those aspects of health care, nutrition, and family economic status negatively influencing educational achievement. Issues of racial and sexual inequality are examined in relation to situations inhibiting learning and personal development. A significant factor contributing to the lack of quality rural education is the reluctance of rural educational systems to educate residents who will migrate to urban areas for employment. A need exists for educational programs specifically targeting rural areas and addressing rural problems. Considerations of equity provide an argument for federal funding of compensatory human capital development and educational opportunities. Considerations are offered in this paper for options for federal educational funding policies. This paper contains 35 references. (ALL)

ED 302 360 RC 016 881

A Case Study in Interagency Collaboration: Colorado Migrant Health Program--Colorado Migrant Education Program. Final Report Migrant Education Health Program, 1987.

Colorado State Dept. of Education, Denver. Compensatory Education Services Unit.; Colorado State Dept. of Health, Denver.

PUB DATE- May 88

NOTE- 101p.; Paper prepared for the National Migrant Health & Education Conference (Hollywood, FL, May 9-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; *Migrant Children; *Migrant Education; *Migrant Health Services; *Migrant Programs; Migrant Youth; Physical Characteristics; Physical Health; Program Proposals; State Programs; Summer Programs

IDENTIFIERS- Colorado; *Colorado Migrant Health Program; Migrant Education Program

This report of Colorado's 1987 Migrant Education Health Program details activities under the program, a cooperative undertaking by the state Health and Education departments. The report was written to provide: (1) assurance that the program's services have been within the scope and financial estimates of the interagency agreement; (2) a body of information for Migrant Education staff and parents concerning the relative health status and needs of Colorado's migrant children; and (3) planning assistance for the 1988 Migrant Education Health Program. This document includes statistics about the relative health of state migrant students and discusses the roles played by community and staff, including 21 health professional students and interns. This document details the health of the migrant students, including statistics on height, weight, hearing, vision, dental health, blood pressures, blood tests, skin tests, and scoliosis. Health education class activities are explained and attendance figures offered. An overview of the 1987 budget is included. A section on "Preparing for 1988" looks specifically into the areas of health education needs, the use of volunteers, and a summer "Life Choices" health and values education program. The second half of this document is a Migrant Education Health program grant proposal for 1988 operations. The proposal reviews the 1987 program and offers some 1988 goals. It proposes a continuation of medical screening, case management, dental services, and health education services. It explains the 1988 program budget, proposed staffing patterns for 13 locations and the role responsibilities for various departments and staff members. This document includes 39 graphs and tables. (TES)

ED 302 361 RC 016 883

Bilingual/Migrant Education. Proven Exemplary Educational Program and Practices: A Collection from the National Diffusion Network (NDN).

Michigan State Board of Education, Lansing.

PUB DATE- Jun 86

NOTE- 20p.; Reprinted with permission from NDN's "Educational Programs That Work," 12th edition; see ED 266 134.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Bilingual Education; *Bilingual Education Programs; *Demonstration Programs; Early Childhood Education; Elementary Secondary Education; English (Second Language); Linking Agents; *Migrant Education; *Migrant Problems; Postsecondary Education; Profiles; Teacher Education; Validated Programs

IDENTIFIERS- *National Diffusion Network Programs

This booklet describes 14 bilingual/migrant educational programs that have been validated as successful by the Joint Dissemination Review Panel (JDRP) of the U. S. Department of Education. Developed by individual school districts in response to their local needs, these projects are available for adoption by other districts. Some projects receive federal funding as "developer demonstrators" to provide teacher training, materials, and technical assistance to those who adopt their programs. The National Diffusion Network facilitates the exchange of information between developers of successful projects and adopting districts. The booklet contains an alphabetical table of contents, project entries, and indices of programs by category and validated grade levels. The Department of Education can assist in a program adoption only at validated grade levels. Program entries include a brief description, audience description, validated grade levels, requirements and costs for the adopting school district, services available from the demonstrating district, contact person, developmental funding source, and JDRP number and validation date. Two or more programs address the following aspects: adult education, basic skills, career development, classroom management, dropout prevention, English as a second language, individualized instruction, language acquisition, language arts, mathematics, oral language development, parent involvement, preschool education, reading, school community programs, screening tests, staff development, and tutoring. (SV)

ED 302 362 RC 016 884

Carey, Richard Adams; Kleinfeld, Judith, Ed.
Harassment in Lomavik: A Case Study. Teaching Cases in Cross-Cultural Education.
PUB DATE- Feb 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alaska Natives; Case Studies; Community Involvement; Cross Cultural Studies; *Cross Cultural Training; Cultural Differences; *Culture Conflict; Elementary Secondary Education; Higher Education; *Rural Schools; *Sexual Harassment; *Teacher Education
IDENTIFIERS- Alaska; Yupik

This study is a "teaching case." It is a description of events written to help education students understand the complex, ambiguous situations which arise in rural teaching. The limitations of scientific rules and principles for teacher training are especially obvious in rural Alaska schools--where teachers who are typically Caucasian instruct children from Eskimo or Indian communities. Teachers in a culturally-different community must decide to what extent they should participate in community affairs, how they should respond to various community factions, and to what extent they should accept or attempt to alter the situations in which they find themselves. In this recounting of actual events, an experienced female teacher in rural Alaska becomes the recipient of threats and obscene phone calls. This case describes the actions the teacher took to resolve the problem, the tangle of events in which the problem was embedded, and what finally happened to the teacher. This study delineates the history of the local school since its opening in 1977. It describes the Alaska Natives in the community who were largely autonomous and protective of their native members. The Advisory School Board, staffed by local natives, exerted much authority over the school and involved itself in the personal lives of the certified school staff, who were basically outsiders. (KS)

ED 302 363 RC 016 886

Kleinfeld, Judith, Ed.

The Teacher Who Came to Rivertown: A Case Study. Teaching Cases in Cross-Cultural Education.

PUB DATE- Feb 88

NOTE- 40p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Alaska Natives; Alcoholism; Case Studies; Community Involvement; Community Programs; Cross Cultural Studies; *Cross Cultural Training; Cultural Differences; *Culture Conflict; Elementary Secondary Education; *Eskimos; Higher Education; *Rural Schools; *Teacher Education

IDENTIFIERS- Alaska; Yupik

This study is a "teaching case." It is a description of events written to help education students understand the complex, ambiguous situations that arise in rural teaching. The limitations of scientific rules and principles for teacher training are especially obvious in rural Alaska schools--where teachers who are typically Caucasian instruct children from Eskimo or Indian communities. Teachers in a culturally-different community must decide to what extent they should participate in community affairs, how they should respond to various community factions, and to what extent they should accept or attempt to alter the situations in which they find themselves. In recounting of actual events, an experienced teacher arrives in a small Eskimo community, in which difficult social problems, such as alcoholism, exist. The teacher is a veteran of rural Alaska--known throughout the region for his success in establishing positive, cooperative relationships with village students and adults. The case describes what he did, how he did it, and the toll it took on his family of six. The story emphasizes his sensitivity toward the villagers and their way of life. (KS)

ED 302 364 RC 016 889

Kleinfeld, Judith; And Others
Minorities in Higher Education. The Changing North: Alaska.
Alaska Univ., Anchorage. Inst. of Social and Economic Research.
SPONS. AGENCY- College Entrance Examination Board, New York, N.Y.
PUB DATE- 88
NOTE- 38p.; This study was prepared for the Annual Meeting of the Native American Science Education Association (Anchorage, AK, February 1988).
AVAILABLE FROM- The College Board, Research and Development, 45 Columbus Ave., New York, NY 10023-6992.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alaska Natives; Delivery Systems; Demography; *Educational Attainment; *Enrollment; Ethnic Groups; Extension Education; *Higher Education; Income; Rural Education
IDENTIFIERS- *Alaska; Native Americans

This report examines the educational status of ethnic and racial minorities in Alaska and draws attention to the ways demographic changes in Alaska may affect these groups. The Alaska Native population, as opposed to other ethnic minorities, is the focal point of this study. This is the largest minority group in the state and the one experiencing the greatest economic and social difficulties. This group has been growing in absolute size but not as a proportion of the general state population. A decline in world oil prices has caused the state to be less able to support the expensive delivery system developed during the 1970s to provide access to higher education in the remote villages where the majority of Alaska Natives live. Information in this report comes primarily from the 1980 census of higher education collected by the Office of Civil Rights and the National Center for Educational Statistics. The information is organized into ten tabular presentations with accompanying explanations. This report contains 12 references. (ALL)

ED 302 365 RC 016 890

McDiarmid, G. Williamson; And Others
The Inventive Mind: Portraits of Rural Alaska Teachers.
Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.
SPONS. AGENCY- Alaska Council on Science and Technology, Juneau.
PUB DATE- Jan 88
NOTE- 183p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; Elementary Secondary Education; Interviews; Personal Narratives; Profiles; *Rural Education; Surveys; *Teacher Characteristics; *Teacher Effectiveness; Teacher Role; Teaching Experience
IDENTIFIERS- *Alaska; Native Americans

This series of case studies profiles six teachers thought by colleagues, students, and the rural Alaska communities they serve to be good teachers. The case studies reported here describe the techniques that make these teachers responsive and perceptive in their interactions with Alaska Native students. The names of the teachers and the villages have been changed to avoid inadvertently embarrassing the teachers or their students. The studies report that effective rural teachers learn about the context of their community and use this knowledge in their teaching. The local context consists of social, economic, political, historical, and linguistic aspects, all of which influence teaching and learning. Other contextual influences are indirect, such as the knowledge, skills, and values that students bring with them to school. An appendix includes these sections: (1) Identifying Effective Teachers; (2) Instruments; (3) Collecting Our Data; (4) Analyzing the Data; (5) Dispositions; (6) Dispositions toward the Context; (7) Limitations of the Portraits. (ALL)

ED 302 366 RC 016 891

Facts & Figures about Education in Alaska, 1988.

Alaska State Dept. of Education, Juneau.

PUB DATE- 88
NOTE- 29p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; Elementary Secondary Education; *Enrollment; *Public Schools; Rural Schools; *School Administration; *School Districts; School Personnel; *School Statistics
IDENTIFIERS- *Alaska

This pamphlet contains information about Alaska's schools and their students, teachers, and administration. In 1987-88, Alaska had 480 public and private schools in 32 city and borough school districts and 23 regional educational attendance areas; average daily attendance for public schools was 101,144. The pamphlet covers the following student information: (1) public school average daily membership annually since 1972-73; (2) number of high school graduates annually since 1975; (3) number of GED diplomas granted each year since 1976; (4) Scholastic Achievement Test and American College Test scores for Alaska and U.S. students; (5) numbers of exceptional, gifted/talented, migrant, and bilingual/bicultural students identified; and (6) high school senior ratings of their high school experience. Teacher information includes numbers of classroom teachers and other certified staff since 1972-73, average public school teachers' salaries, and pupil/teacher ratios. School and administration information includes; (1) audited public school revenues and expenditures; (2) pupil transportation costs; (3) student/computer ratios; (4) school food programs; and (5) area of school districts in square miles. The pamphlet also lists State Board of Education members, Alaska Commissioners of Education since 1917, Department of Education phone numbers, and public school district addresses, phone numbers, enrollments, and superintendents. (SV)

ED 302 367 RC 016 895

David, Anna, Ed.
Navajos: A Source Booklet for Teachers and Students.
Greasewood/Toyei Consolidated Boarding School, AZ.; National Education Association, Washington, D.C. Committee on Civil and Human Rights of Educators.
PUB DATE- 87
NOTE- 47p.; Some of the figures may not reproduce well.
AVAILABLE FROM- National Education Association, Human Civil Rights, 1201 Sixteenth Street, N.W., Washington, DC 20036.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; Art Activities; *Art Expression; Ceramics; Cultural Education; Elementary Education; *Folk Culture; Food; *Instructional Materials; *Navajo; Picture Books; *Poetry; Student Publications
IDENTIFIERS- Mastery in Learning Project; National Education Association; *Navajo (Nation); Recipes (Food); Story Telling by Children; Weaving

As part of the National Education Association (NEA) Mastery in Learning Project, faculty and students of the Greasewood/Toyei Consolidated Boarding School developed a booklet of Navajo students' work. The purpose of the booklet is to promote better understanding of the Navajo culture. Navajo culture emphasizes respect for the earth, reverence of nature, and high regard for the elderly. The booklet describes Dine' Bizaad, the oral Navajo language and gives phonetic representations of various Navajo words. Poetry, stories, and drawings portray ceremonies, legends, beliefs, and traditions. Sections on weaving, pottery, sand painting, and toy making include lists of materials and procedures necessary to complete activities in the classroom. The final section contains recipes for traditional Navajo foods. (KS)

ED 302 368 RC 016 896

Jenkins, Jeanne E.
Creativity: Its Relationship to Single Parent Family Structure.
PUB DATE- Feb 87
NOTE- 18p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (10th, Boston, MA, February 1987).
AVAILABLE FROM- Professor Dalva Hedlund, Ph.D., Department of Education, Room 302 Roberts Hall, Cornell University, Ithaca, NY 14053-5901.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Children; *Creativity; Creativity Tests; Divergent Thinking; *Divorce; Elementary Education; Emotional Adjustment; Grade 3; Grade 4; Grade 5; *One Parent Family; Rural Schools; Stress Variables
IDENTIFIERS- Family Environment Scale; Group Inventory for Finding Creative Talent; *New York (Central); Revised Art Scale

The insecurities generated in children by stressful environmental changes can compromise their receptivity to learning and their attitude toward school. Studies examining divorce outcomes focus primarily on two cognitive indicators: achievement and intelligence. This study explored the relationship between creative thinking components and family change caused by parental separation. Interest in the relationship between creativity and family change originally derived from studies that reported early parental loss among eminent people. The paper hypothesized that personal efforts to cope with fluctuating levels of separation-related stress evoke thought processes that exercise creative thinking abilities. The subjects of the study were 116 third, fourth, and fifth graders from seven rural public school districts in Central New York State. Half were from single parent families and half were from intact families. Tests used were the Group Inventory for Finding Creative Talent, the Revised Art Scale, and the Family Environment Scale. The findings did not support the hypothesis; however, children of single parents scored significantly higher on the variables origence, achievement orientation, and intellectual-cultural orientations. The paper suggests possible reasons for the differences. Twenty-four references are included. (Author/KS)

ED 302 369 RC 016 897

Jenkins, Jeanne E.; And Others
Marital Status and Child Outcomes in a Rural School Population.
PUB DATE- Sep 88
NOTE- 27p.; Paper presented at the Annual Conference of the National Rural Education Association (80th, Bismarck, ND, September 24-28, 1988).
AVAILABLE FROM- Professor Dalva Hedlund, Ph.D., Department of Education, Room 302 Roberts Hall, Cornell University, Ithaca, NY 14853-5901.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Children; *Creativity; Creativity Tests; Divergent Thinking; *Divorce; Elementary Education; *Emotional Adjustment; Grade 3; Grade 4; Grade 5; *One Parent Family; Rural Family; *Rural Schools; Stress Variables; Student Attitudes; *Student Behavior
IDENTIFIERS- Devereux Elementary School Behavior Rating Scale; Family Environment Scale; Group Inventory for Finding Creative Talent; *New York (Central); Quality of School Life Scale; Revised Art Scale; School Support Questionnaire

Previous studies indicate significant behavior and social/emotional differences between divorced and intact family children in favor of the latter group. Sex and age of the children appear to yield different responses to the stress of divorce. This study expands previous studies by: (1) focusing on a rural population; (2) examining the effect of school and family orientation variables; and (3) focusing on the child's creativity. Specifically, the study compared single- and two-parent family children on 13 classroom behaviors, perception of school support, attitude toward school, three divergent thinking abilities, five creativity characteristics (origence, interests, imagination, independence, and creative initiative/involvement). The subjects were 116 third, fourth, and fifth graders from seven rural public school districts in Central New York State. Tests used were the Devereux Elementary School Behavior Rating Scale, the Group Inventory for Finding Creative Talent, the Revised Art Scale, the Quality of School Life Scale, the School Support Questionnaire, and the Family Environment Scale. Some of the findings concerning children from single parent families were: (1) behavioral difficulties at the fourth grade; (2) better imagination and higher family emphasis on achievement at the third grade; and (3) more adjustment problems for boys. This paper contains 28 references and 4 tables. (KS)

ED 302 370 RC 016 899

Rindone, Pauline

Factors Affecting Achievement Motivation and Academic Achievement of Native American Students.

PUB DATE- Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *American Indians; *Background; *College Graduates; Educational Attainment; Educational Experience; *Family Characteristics; Graduate Surveys; Mail Surveys; *Student Motivation
IDENTIFIERS- Native Americans; *Navajo (Nation)

This study examined the backgrounds of Navajo college graduates in order to identify factors contributing to Native Americans' academic motivation. A questionnaire mailed to 200 randomly selected Navajo college graduates investigated family characteristics, educational experience, socioeconomic status, language use, and demographic data. Among the respondents were 80 women and 27 men with a mean age of 33; 87% had been born on the reservation. Most respondents came from families that spoke Navajo at home and practiced the Navajo Way. More than half the parents completed less than 6 years of schooling, and most annual family incomes were less than $10,000. About half of respondents spoke no English at school entry, and most attended schools that taught primarily in English. Respondents indicated that their own motivation and encouragement from family were the most important factors contributing to their high educational attainment. About half said that a teacher had encouraged them to succeed in school. The paper contends that Native Americans and other minority groups have aspired to high academic achievement but have not until recently had the opportunity to act on those aspirations. Whereas other studies have correlated achievement and socioeconomic status, the present study suggests that a stable family life with traditional values may be a more important influence in the achievement of Navajo students. This study contains 19 references. (SV)

ED 302 371 RC 016 900

Lilley, Stephen
Understanding and Using Demographic Data: Terms and Measures.

PUB DATE- 82
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Data Collection; *Data Interpretation; *Demography; *Information Utilization; *Population Education; *Statistical Data
IDENTIFIERS- North Carolina

This publication provides program planners and others with information and analytical tools for using demographic data in program planning, implementation, and evaluation. The report reviews the importance of demographic data and their relevance to programs and proper implementation of laws, discusses the collection of demographic information by federal and state government agencies, explains demographic terminology, and presents some measures that can be used to describe a situation or analyze change or impact. The publication describes nine areas of demographic data: population change, age and sex composition, fertility, mortality, migration, census geography and population distribution, marital characteristics and family groups, housing, and employment and income. Each section includes a brief statement about the importance of the particular demographic concept, definitions of important measures of the concept, and equations and how to use them. The report contains 18 references which provided data on North Carolina for use in examples and sample calculations. (SV)

ED 302 372 RC 016 901

Gale, Nancy, Ed.
Linkages for Indian Child Welfare Programs: Resource Directory.
PUB DATE- Apr 88
NOTE- 49p.
AVAILABLE FROM- TCI, Inc., 3410 Garfield Street NW, Washington, DC 20007 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *American Indian Education; *American Indians; Children; *Child Welfare; Elementary Secondary Education; Family Programs; Health Programs; Program Descriptions; *Resource Materials; *Social Services; *Youth Programs

This directory contains information on over 300 American Indian child welfare programs, resources, curriculums, publications, and funding sources. The section on alcohol and substance abuse features 12 prevention and treatment programs and 9 elementary and secondary school prevention curriculums, as well as related resources, publications, videos, and funding sources. The education section describes a program for Indian junior high girls, a dropout prevention project, a Navajo-controlled school board, training opportunities for Indian educators, publications and videos about research findings and successful educational programs, and funding sources. The juvenile section identifies projects that teach Indian children and adolescents about tribal culture and history, entrepreneurial skills, human sexuality, employment readiness, and sports. It also lists programs concerned with runaways and the juvenile justice system. Other major categories include social services administration and staff training, adoption, child abuse and neglect, domestic violence, foster care, the Indian Child Welfare Act, parenting, physical and mental health, special needs children, suicide, and teen pregnancy and parenting. (SV)

ED 302 373 RC 016 907

Honeyman, David S.; And Others

A Technical Report on the Condition of School Buildings in Rural and Small School Districts.

Kansas State Univ., Manhattan. Bureau of General Research.; Kansas State Univ., Manhattan. Center for Extended Services.; Kansas State Univ., Manhattan. Center for Rural Education and Small Schools.; National Rural Education Association, Fort Collins, CO.

PUB DATE- 87
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Building Operation; Capital Outlay (for Fixed Assets); Educational Environment; Educational Facilities; *Educational Facilities Improvement; Educational Facilities Planning; Educational Finance; Elementary Secondary Education; *Resource Allocation; Rural Education; *Rural Schools; *School Buildings; School District Spending; School Maintenance; *Small Schools; Surveys
IDENTIFIERS- Building Maintenance; Nonmetropolitan Areas; School Finance Research; Small School Districts

This study was undertaken to assess the condition of school facilities in rural and small school districts in the 50 states and analyze the mechanisms used by rural and small school districts to finance capital outlay. The study is part of an ongoing effort to address concerns specific to rural and small schools in the United States. The focus of the study is on the condition of school buildings in rural and small school districts in the United States. The sample used was drawn from districts with student enrollments of less than 800 and existing outside of standard metropolitan statistical areas. Usable responses were received from 263 districts from 37 states. Information is categorized into individual building data and descriptive and financial data from each responding district. In addition to general descriptive data, there is information specific to the methods used by each district in support of capital outlay. Data include district enrollment, expenditures for outlay and maintenance, sources for generating capital outlay, age of buildings, use and accessibility of buildings, safety of buildings, and replacement costs of buildings. The report is presented in two sections. The first section details the mean, standard deviation and range of the values reported for each variable by all respondents to the survey. It also offers the same values for each variable grouped according to the geographic region in which the school district is located. The second section analyzes each variable independently. Quartiles, histograms, boxplots, normal probability plots, and frequency counts are given. There is no attempt to recommend changes for rectifying the situation. This report contains many graphs and charts. (Author/TES)

ED 302 374 RC 016 910

Cross, William K.; Murphy, Peter J.
Training Rural Teachers by Cultural Immersion.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary School Teachers; Faculty Mobility; Foreign Countries; Higher Education; *Rural Education; Rural Schools; Teacher Education; *Teacher Education Curriculum; Teaching Experience
IDENTIFIERS- Canada; University of Victoria BC

This paper describes a special elementary teacher education program developed at the University of Victoria, British Columbia (Canada). Designed to prepare students for rural teaching positions, this program consists of two years of university level education and two years of practice in a rural community. The educational system in the Province of British Columbia has been characterized by diminishing resources, declining enrollment, and *increasing* expenditures. Demand for teachers, especially in urban centers, has drastically declined, but vacancies for teachers continue to exist in rural areas. Rural teachers, however, are very mobile, either securing positions in large communities or leaving the classroom to begin new careers. Studies indicate rural teacher mobility is caused by geographic isolation, lack of privacy, and limited professional contacts. Another reason contributing to mobility is a lack of preparation for either the unique learning environment of rural schools or the intimate relationship between rural schools and their local communities. The early field experience described in this paper allows students to study the rural community as a total entity and places the schools in a community context. Required activities include community and classroom projects. Education students trained in this program are expected to provide rural children with a high quality of instruction when they become practicing professional educators. An awareness of life in a rural community will also enable them to adjust more easily to the socio-cultural milieu of a small town. Both these outcomes are expected to reduce the mobility of rural teachers. A chart outlines the chronology of the program. (ALL)

ED 302 375 RC 016 915

The Economic Development of West Virginia through Education: Symposium Proceedings and Recommendations (White Sulphur Springs, West Virginia, August 6-7, 1986).

Academy for Educational Development, Inc., New York, N.Y.; West Virginia Roundtable Inc.

SPONS. AGENCY- Claude Worthington Benedum Foundation, Pittsburgh, Pa.
REPORT NO.- ISBN-0-89492-063-4
PUB DATE- Apr 87
NOTE- 122p.
AVAILABLE FROM- Academy for Educational Development, 1255 23rd St., N.W., Washington, DC 20037 (ISBN-0-89492-063-4, charge for shipping only).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cost Effectiveness; Decentralization; Dropouts; *Economic Development; *Educational Change; Educational Development; *Educational Legislation; Education Work Relationship; Elementary Secondary Education; *Employment Potential; Literacy; Management Development; Public Schools; *School Business Relationship; *Teacher Education; Teacher Salaries; Teacher Shortage
IDENTIFIERS- *West Virginia

West Virginia's leaders--elected officials, business leaders, administrators of benevolence funding--attended the symposium held by the Education Task Force of West Virginia. Recommendations resulting from the symposium were: (1) to urge and support plans that focus on the individual student as the object of all reform efforts; (2) to support programs that develop a more cost effective education system; (3) to encourage teacher development at pre-service and in-service levels across the state; (4) to endorse and support the implementation of the West Virginia Board of Education's "1990 Targets for Public Education"; and (5) to support the efforts of the West Virginia Education Fund to establish and develop greater cooperation between the community, particularly the business community, and the public schools. This proceedings contains a summary, recommendations, and transcripts of speeches and discussions. Titles and speakers include: "Investing in Our Children: Business and the Public Schools" (O. Butler); "A Nation Prepared: Teachers for the 21st Century" (L. Branscomb): "What a State Can Do To Improve Education" (W. Godwin); "Keynote Speech" (Arch A. Moore, Jr., Governor of West Virginia); "Recommendations for No-Cost Reforms" (a special question-response session); "Current State Efforts To Improve Education" (D. Doyle); "The Press and Education Reform" (E. Fiske); and "Relationship of the Public Schools to Business" (R. Schwartz). The appendices include a list of participants and a copy of the program. (KS)

ED 302 376   RC 016 916

Thompson, David C.; And Others
State Involvement in Capital Outlay Financing: Policy Implications for the Future.
PUB DATE- Mar 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); Court Litigation; *Educational Equity (Finance); Educational Facilities; Elementary Secondary Education; *Finance Reform; *Public Schools; *School Buildings; *State Aid
IDENTIFIERS- Fiscal Neutrality; *Kansas

This monograph addresses the issues surrounding financing school buildings. Kansas finances school buildings from the property tax base of the school district in which the building is located. Local districts face fiscal constraints in maintaining and building facilities. The backlog of maintenance in Kansas exceeds $380 million. Research in Kansas indicates that inequities in facilities will widen among its 304 school districts, 80 percent of which are rural. Many other states finance facilities by providing grants to local districts. The monograph evaluates the legal potential for state responsibility to aid facilities in Kansas and provides recommendations for state involvement. It describes court litigation in Kansas and other states involving the issue of facilities funding. The recommendations are based solidly in research, practice, and conservative extensions of legal principles. If research shows a relationship between facility adequacy and instructional outcomes, then courts will likely follow with mandates that the states bring their school buildings into compliance with predetermined minimum standards for describing adequacy for instructional facilities. The document includes tables on such data as: (1) age of buildings; (2) condition of buildings; (3) financial data on districts; (4) tax base of districts; (5) capital outlay; and (6) bonded indebtedness and capital outlay plans. This monograph contains 95 references. (KS)

ED 302 377 RC 016 917

Cross, William K.; Murphy, Peter J.
A New Canadian Teacher Education Programme for Rural Teachers.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary School Teachers; Foreign Countries; Higher Education; *Rural Education; Rural Schools; Small Schools; Teacher Education; *Teacher Education Curriculum; Teaching Experience
IDENTIFIERS- Canada; *University of Victoria BC

This paper presents the rationale for the development of an elementary teacher training program designed to prepare students to teach in rural areas. The Province of British Columbia (Canada) is a vast geographic region populated by only two and a quarter million people. Most reside in rural communities ranging in population from a few hundred to several thousand. The schools in these small communities are the focal point of the teacher training program. At present most teacher training programs prepare students for teaching positions in urban centers and large rural communities. The University of Victoria, British Columbia, structured a training program to develop teachers specifically for these small communities. This program incorporates 2 years of univesity study with two years of "first hand" experience of teaching and living in an isolated settlement. Students complete several community, school, and classroom projects dealing with the unique environment of a small rural settlement. To be awarded a Bachelor of Education degree, the students complete a fifth year of study at the main campus of the University. The rural elementary teacher training program more adequately prepares students for careers in rural schools and sensitizes them to the professional life of a rural teacher. Graduates of this program embark on their professional careers in rural communities with greater confidence. A chart outlining the time frame of the program is given. This paper contains 16 references. (ALL)

ED 302 378 RC 016 919

Lingren, Herbert G.; And Others
Rural Mid-Life Single Adult Families: Male/Female Similarities and Differences.
PUB DATE- 3 Nov 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Coping; Interpersonal Relationship; Leisure Time; *Life Satisfaction; Life Style; Low Income; *Middle Aged Adults; *Quality of Life; *Rural Population; Self Esteem; *Sex Differences; Social Isolation; Surveys

The study examined data from rural midlife singles concerning: (1) their socio-demographic characteristics; (2) their life satisfactions and happiness with their rural lifestyle; (3) their self-image and self-esteem; (4) their coping strategies; and (5) their social support systems. Subjects were 76 men and 149 women between the ages of 35 and 59 who live on farms, ranches, or in communities of less than 2,000. Participants responded to a ten-page questionnaire measuring several demographic and personal-social variables. The researchers conducted a one-way analysis of variance by sex for the variables studied. Results suggested that although health did not seem to be a problem for most rural midlife singles, low income--especially for females--probably inhibited greater participation in social events and travel to larger cities for recreation. While most reported being quite happy with their station in life, there was an undercurrent of isolation and a lack of opportunity for singles living in some parts of rural America. The report gives implications for researchers and service providers. This report contains 32 references and 2 tables. (KS)

ED 302 379 RC 016 920

Westervelt, Miriam O.; Llewellyn, Lynn G.

Youth and Wildlife: The Beliefs and Behaviors of Fifth and Sixth Grade Students Regarding Non-Domestic Animals.

Fish and Wildlife Service (Dept. of Interior), Washington, D.C.
PUB DATE- Oct 85
NOTE- 83p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Environmental Education; *Grade 5; *Grade 6; Intermediate Grades; Questionnaires; *Student Attitudes; Surveys; *Wildlife; Wildlife Management
IDENTIFIERS- Fishing; *Hunting

This report analyzes the attitudes, beliefs and behaviors of a random national sample of 3,087 fifth and sixth grade students from 15,787 respondents to a Wildlife Survey distributed in "Weekly Reader" periodicals. The questionnaire examined the prevalence of four basic orientations toward wildlife (humanistic, moralistic, naturalistic, and negativistic), preference for specific kinds of wild animals, level of factual knowledge, and popularity of eight wildlife-oriented behaviors. Children expressed more sentimental affection for loveable kinds of animals than naturalistic interest in wildlife, and demonstrated limited knowledge about wildlife. The results also indicated widespread disapproval of sport hunting, even among rural residents. Attitudes were more favorable toward hunting for food. The positive influences of engaging in certain wildlife-oriented activities, such as identifying birds, belonging to an animal club, and hunting was evident. Children's behaviors toward wildlife, however, more frequently took the form of fishing, watching wildlife programs on television, and going to the zoo. Recommendations for educators and wildlife professionals include gearing educational activities to the needs of specific demographic groups (younger children and urban residents), integrating materials into established school curricula, and increasing the quality and number of opportunities for both direct and indirect sources of contact with wildlife. This report contains 38 references. (Author/KS)

ED 302 380 RC 016 921

In Search of Canadian Materials, 1987.
Manitoba Dept. of Education, Winnipeg. Instructional Resources Branch.
REPORT NO.- ISBN-0-7711-0722-6; MG-5161
PUB DATE- 88
NOTE- 71p.; For related documents, see ED 126 351, ED 197 743-744, and ED 224 489.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Canada Natives; *Canadian Literature; Catalogs; Elementary Secondary Education; Foreign Countries; *Instructional Materials; *Library Materials; Resource Materials; School Libraries
IDENTIFIERS- *Canada

This annotated bibliography provides teachers, librarians, and administrators with information about Canadian educational materials. It is the latest of numerous supplements to the 1978 original edition of this bibliography. Each entry includes suitable grade level, subject heading, quality rating, and price when provided. Subjects included are: activity books, art and music, Canadian studies, careers, computers, sports, family life, guidance, health, women's studies, history, home economics, language and literature, law, Manitoba, multiculturalism, native studies, professional development, reference, science, and social studies. A directory of publishers and a title index are also included. (KS)

ED 302 381 SE 048 587

Clement, John
Nonformal Reasoning in Science: The Use of Analogies and Extreme Cases.

PUB DATE- 7 Jul 87
NOTE- 24p.; Paper presented at a Conference on "Informal Reasoning and Education" (Pittsburgh, PA, March 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; Higher Education; *Intuition; Learning Processes; *Physics; *Problem Solving; Science Education; Science Instruction; *Scientific Methodology; Secondary Education; Secondary School Science; *Spontaneous Behavior
IDENTIFIERS- *Analogical Reasoning

This document focuses on evidence from problem solving case studies which indicate that analogy, extreme case analogies, and physical intuition can play an important role as forms of nonformal reasoning in scientific thinking. Two examples of nonformal reasoning are examined in greater detail from 10 case studies of "expert" problem solving. Advanced graduate students and professors in technical fields were asked to think aloud while solving a physics problem. Spontaneously generated analogies were observed to play a role in the solutions, and several subprocesses involved in analogical reasoning were also identified. The use of extreme cases and beliefs based on physical intuition were observed, as well as imagistic prediction reports where the problem solver refers to imagining or picturing an event mentally as he/she makes a prediction. The findings suggest that it may be possible to develop theoretical models for certain patterns of nonformal scientific reasoning. A table and six figures are included. (TW)

ED 302 382 SE 049 046

Ball, Deborah Loewenberg
Unlearning To Teach Mathematics. Issue Paper 88-1.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 32p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($3.00).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Content; Educational Improvement; *Elementary School Mathematics; Elementary Secondary Education; *Mathematics Instruction; *Preservice Teacher Education; Program Descriptions; *Secondary School Mathematics; Teacher Education Curriculum; *Teaching Methods

In spite of courses and workshops, beginning teachers are most likely to teach mathematics just as they were taught. Changes in certification requirements, such as expecting teachers to complete more coursework, or improvements in curriculum materials, such as programs that emphasize problem solving, have also been insufficient to alter the prevailing patterns of math teaching and learning in schools. Teacher preparation can be a more effective intervention if it is based on a conception of the teacher as learner, taking into account what teacher candidates bring with them related to mathematics and the teaching and learning of math. To do that, we need to know more about these learners and to develop effective strategies for working with them. This paper describes a project implemented in an introductory teacher education course, a project designed to bring to the surface and challenge what entering teacher candidates know about mathematics and how it is taught and learned. With illustrations from the responses of participating teacher education students, the author outlines a conceptual framework for the question, "What do prospective teachers bring with them to their professional education that is likely to affect their learning to teach mathematics?" The paper concludes with a discussion of the implications of this perspective for research and practice in teacher education. (Author)

ED 302 383 SE 049 690

Cohen, Martin P., Ed.; And Others
Mathematics Education at the Midpoint of the Agenda. Pennsylvania Council of Teachers of Mathematics 1985 Yearbook.
Pennsylvania Council of Teachers of Mathematics, University Park.
PUB DATE- 85
NOTE- 80p.; For other yearbooks, see SE 049 691-693. Some pages with charts, drawings, or photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Calculators; *Computer Uses in Education; Educational Improvement; *Elementary School Mathematics; Elementary Secondary Education; Heuristics; Mathematical Concepts; Mathematics Anxiety; *Mathematics Education; Mathematics Instruction; *Problem Solving; *Secondary School Mathematics; Teaching Methods
IDENTIFIERS- LOGO System; Mathematics Education Research; *Pennsylvania

One of the strengths of the Pennsylvania Council of Teachers of Mathematics (PCTM) is that it gives mathematicians and mathematics educators the opportunity to exchange and contribute to each other's professional growth. The topic for this 1985 yearbook, the first of a proposed ongoing series, has been chosen to coincide with the annual PCTM meeting. This yearbook contains 10 articles related to calculators, computers, and problem solving. Discussions include: (1) using computers in problem solving; (2) using LOGO; (3) using computers with the intermediate grades for problem solving; (4) heuristic approaches in using computers; (5) calculators in the classroom; (6) number operations; (7) math anxiety; (8) mathematics achievement in Pennsylvania; (9) the participation of women in computers and mathematics; and (10) classroom applications. (CW)

ED 302 384 SE 049 691

Nicely, Robert F., Jr., Ed.; Sigmund, Thomas F., Ed.
Mathematics: Teaching and Learning. Pennsylvania Council of Teachers of Mathematics 1986 Yearbook.
Pennsylvania Council of Teachers of Mathematics, University Park.

PUB DATE- 86
NOTE- 124p.; For other yearbooks, see SE 049 690-693. Some pages with charts, drawings, or photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *College Mathematics; *Computer Uses in Education; *Educational Improvement; Elementary School Mathematics; Elementary Secondary Education; Heuristics; Mathematical Applications; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; Monte Carlo Methods; Problem Solving; Program Descriptions; *Secondary School Mathematics;

*Teaching Methods
IDENTIFIERS- Mathematics Education Research; *Pennsylvania

One of the strengths of the Pennsylvania Council of Teachers of Mathematics (PCTM) is that it gives mathematicians and mathematics educators the opportunity to exchange and contribute to each other's professional growth. The topic for each yearbook is chosen to coincide with the annual PCTM meeting. This 1986 yearbook contains 17 articles related to ideas, suggestions, practices, and programs that have the potential to improve the teaching and learning of mathematics. Topics include: improving academic achievement; the use of concrete examples; Euclidean concepts; the use of daily sequences; how to improve mathematics skills; using mathematics education research to improve instruction; activities involving the Statue of Liberty; whole brain thinking; using models; using computers to teach mathematics; an example of an innovative high school curriculum; Monte Carlo methods; graphing with a microcomputer; process learning in mathematics; developing an achievement test; computer resource centers; and evaluating computer software. (CW)

ED 302 385 SE 049 692

Nicely, Robert F., Jr., Ed.; Sigmund, Thomas F., Ed.
The Mathematics Curriculum: Issues and Perspectives. Pennsylvania Council of Teachers of Mathematics 1987 Yearbook.
Pennsylvania Council of Teachers of Mathematics, University Park.
PUB DATE- 87
NOTE- 73p.; For other yearbooks, see SE 049 690-693. Some pages with charts, drawings, or photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Business Education; Calculus; *College Mathematics; Comparative Education; *Computer Uses in Education; *Educational Improvement; Elementary School Mathematics; Elementary Secondary Education; Higher Education; Language Arts; Mathematical Applications; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; Problem Solving; *Secondary School Mathematics; *Teaching Methods
IDENTIFIERS- Mathematics Education Research; PASCAL Programing Language; Pennsylvania

One of the strengths of the Pennsylvania Council of Teachers of Mathematics (PCTM) is that it gives mathematicians and mathematics educators the opportunity to exchange and contribute to each other's professional growth. The topic for each yearbook is chosen to coincide with the annual PCTM meeting. This 1987 yearbook contains 14 articles which focus on research, results, perspectives, ideas, and strategies related to mathematics instruction. Topics include: teaching writing in mathematics; teaching reading in mathematics; computer literacy; business education; using computer based materials; relating microcomputers to the mathematics curriculum; textbooks; calculus; discrete mathematics; Pascal; coordinating mathematics programs; classroom methods; using textbooks to teach higher order thinking skills; and mathematics education in West Germany. (CW)

ED 302 386 SE 049 693

Nicely, Robert F., Jr., Ed.; Sigmund, Thomas F., Ed.
Mathematics for the Class of 2000. Pennsylvania Council of Teachers of Mathematics 1988 Yearbook.
Pennsylvania Council of Teachers of Mathematics, University Park.
PUB DATE- 88
NOTE- 80p.; For other yearbooks, see SE 049 690-692. Some pages with charts, drawings, or photographs may not reproduce well.
AVAILABLE FROM- Pennsylvania Council of Teachers of Mathematics, 277 Chambers Building, Penn State University, University Park, PA 16802 ($6.00). 1988 Yearbook, only, available from this address.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Artificial Intelligence; Calculus; College Mathematics; *Computer Uses in Education; Continuing Education; Cooperative Education; *Educational Improvement; Elementary School Mathematics; Elementary Secondary Education; Expert Systems; *Futures (of Society); Higher Education; Mathematical Applications; *Mathematical Concepts; Mathematics Education; *Mathematics Instruction; Preservice Teacher Education; Problem Solving; Secondary School Mathematics; Teaching Methods; *Technological Advancement; Textbooks
IDENTIFIERS- Mathematics Education Research; PASCAL Programing Language; Pennsylvania

One of the strengths of the Pennsylvania Council of Teachers of Mathematics (PCTM) is that it gives mathematicians and mathematics educators the opportunity to exchange and contribute to each other's professional growth. The topic for each yearbook is chosen to coincide with the annual PCTM meeting. This 1988 yearbook contains 27 articles which focus on critical issues regarding the goals of school mathematics and related issues, perspectives, ideas, and strategies of interest to mathematics teachers, teacher educators, mathematics supervisors, and curriculum coordinators as they strive to review and improve existing mathematics programs. Topics include: future concerns; changes in elementary mathematics programs; high school calculus courses; change in response to technological development; expert systems and artificial

intelligence; preparation of students for secondary mathematics; implications of change for teacher preparation; mathematical thinking; effective textbook use in the elementary school; cooperative learning in mathematics; how to use infinities; and continuing education in the future. (CW)

ED 302 387 SE 049 737

Pereira, Peter
Flips, Turns, and Tessellations: Teaching Geometry with Logo.
PUB DATE- 85
NOTE- 12p.; Paper presented at the West Coast Logo Conference (Los Angeles, CA, November 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; *Computer Software; *Computer Uses in Education; *Elementary School Mathematics; Elementary Secondary Education; *Geometry; *Mathematics Instruction; Middle Schools; Secondary School Mathematics; *Teaching Methods
IDENTIFIERS- *LOGO Programing Language

Some mathematics educators feel that too little geometry is taught in elementary schools. This may have serious effects as many students arrive in the traditional high school geometry course without essential backgrounds in informal geometry. The result of this lack of preparation is often lower scores on standardized tests. In this situation, LOGO turtle geometry has some possibilities in the teaching of traditional synthetic geometry, transformational geometry, and coordinate geometry. This document uses turtle geometry to describe the space in which students live. Some activities, tool procedures, and suggestions for how this method can be used in elementary and middle school classrooms are presented. Included are several pattern block designs, a cutout pattern for pattern blocks, and computer procedures for pattern block designs and tangrams. (CW)

ED 302 388   SE 050 097

Implementation Handbook for the Comprehensive Mathematics Program of the Chicago Public Schools, Kindergarten-Grade 3.

Chicago Board of Education, IL. Office of Instruction Services.

PUB DATE- 87

NOTE- 159p.; For related document, see ED 298 474.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Algebra; Arithmetic; Behavioral Objectives; *Course Content; *Elementary School Mathematics; Geometry; *Mathematical Concepts; *Mathematics Instruction; Primary Education; *State Standards

IDENTIFIERS- Chicago Public Schools IL

This program is designed to enable students to master the competencies and skills which reflect the learning goals and objectives developed by the Illinois State Board of Education. This document lists the learning objectives by grade level and reporting period for kindergarten through grade three. Topics included are arithmetic, measurement, geometric concepts, algebraic concepts, data analysis, and application. Each objective is accompanied by examples of activities which illustrate that skill. Also discussed are program design, special programs, implementation procedures, time distribution, homework, assessment, problem solving, calculators, language acquisition, management and monitoring, and parent involvement. (CW)

ED 302 389 SE 050 137

White, Richard; Conwell, Catherine

The Impact of Project EQUALS Inservice: Testimony of Participating Teachers.

North Carolina Univ., Charlotte. Mathematics and Science Education Center.
PUB DATE- 88
NOTE- 23p.
AVAILABLE FROM- Dr. Richard White, Department of Curriculum and Instruction, University of North Carolina-Charlotte, Charlotte, NC 28233.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; *Interviews; Mathematics Education; *Qualitative Research; Science Education; *Sex Bias; Student Attitudes; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *EQUALS Program

During the 1984-85 academic year, 41 educators representing grade levels from kindergarten through twelfth grade received Project EQUALS inservice education in the Charlotte-Mecklenburg (North Carolina) Schools. The purpose of this two-year study was to describe the impact of that inservice experience from the perspective of the participants one year after the completion of the inservice. The focused group interview technique was used to gather participant testimony regarding their experiences. Categories of responses were discerned from this testimony. Major findings included participants' descriptions of changes in teaching practice, changes in personal attitudes, and changes in student response to mathematics and science instruction following implementation of EQUALS activities in their respective classrooms and schools. The results of interviews held during the second year of the study were compared and contrasted with the results of the first year. While there were additional particulars provided, the predominant themes were unchanged. (Author/CW)

Exemplary Projects. Mathematics-Science, Computer Learning and Foreign Languages. A Collection of Projects Funded through Title II of The Education for Economic Security Act.

Department of Education, Washington, DC.

PUB DATE- 88

NOTE- 213p.; Some pages may not reproduce well due to quality of print. Best available copy.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Science Education; *Demonstration Programs; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; *Federal Aid; Higher Education; Inservice Teacher Education; *Mathematics Education; Program Descriptions; *Science Education; Secondary School Mathematics; Secondary School Science; *Second Language Instruction

IDENTIFIERS- *Education for Economic Security Act 1984

This document is a collection of over 80 exemplary project summaries from projects funded in 39 states and the District of Columbia through Title II of the Education for Economic Security Act. The subject areas covered by these projects are limited to mathematics, science, foreign language, and computer learning. Each summary includes a description of the groups to be served by the project, rationale, goals, products that were produced by the project, a general program description, and the planned evaluation and anticipated impact of the project. Many of the summaries also include the names, phone numbers and addresses of contact persons and sponsoring institutions. (CW)

ED 302 391 SE 050 181

Cawley, John F.; And Others

Mathematics for the Mildly Handicapped. A Guide to Curriculum and Instruction.

REPORT NO.- ISBN-0-205-11081-9
PUB DATE- 88
NOTE- 265p.; Drawings and some small print may not reproduce well.
AVAILABLE FROM- Allyn & Bacon/Longwood Division, 160 Gould Street, Needham Heights, MA 02194-2310 ($25.95, 20% off 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; Learning Activities; *Mathematics Instruction; *Mild Disabilities; Student Characteristics; *Teacher Education; *Teaching Methods; Textbooks

This textbook for teachers discusses methods of teaching mathematics to mildly handicapped children in the elementary school. The mathematics is restricted to topics appropriate for and attainable by varied groups of handicapped children. Decisions on what, when, and for how long to teach are more crucial than how to teach. The first two chapters discuss selected characteristics of mildly handicapped children and their meaning for learning. Chapter 3 concerns space, spatial relations, and figures, which has been found to be among the easiest areas of mathematics for mildly handicapped children. Chapter four concerns prenumber content, followed by chapters on whole numbers, the operations with whole numbers, fractions, measurement, problem solving related to word problems, and problem solving with divergent considerations. Chapters on assessment and on multimedia materials conclude the text. References and an index are included. (MNS)

ED 302 392 SE 050 182

Goodman, Terry A.; And Others
Algebra. A Guidebook for Teaching.
REPORT NO.- ISBN-0-205-08117-7
PUB DATE- 84
NOTE- 338p.; Drawings may not reproduce well.
AVAILABLE FROM- Allyn & Bacon/Longwood Division, 160 Gould Street, Needham Heights, MA 02194-2310 ($36.95, 20% off 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Learning Activities; *Mathematics Instruction; Microcomputers; Secondary Education; *Secondary School Mathematics; *Teaching Methods; Textbooks; Worksheets

This book provides a general framework for organizing the instructional program in algebra. For each topic, a general approach for instruction, together with specific strategies, activities, and resources that can be used daily, are provided. Also included are worksheet pages that can be used with students. Most activities provide for student involvement; the focus is on helping students learn to apply algebra concepts and skills. For each topic, the book provides an introduction to the concepts in that chapter; a list of specific objectives for students; teaching strategies, sequences, group and individual activities, instructional materials and worksheets; challenge problems; a sample evaluation; and an annotated list of resources. Chapter 1 concerns planning to teach algebra, followed by chapters on number systems, solving equations and inequalities in one variable and in two variables, working with polynomials and with rational expressions, functions, problem solving and applications of algebra, and quadratic equations and functions. Appendices contain addresses for resources, reproduction pages and sample answers, microcomputer activities, and a feedback form. (MNS)

ED 302 393 SE 050 217

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Experimental. Level 1 Answer Key.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-06-6001-2; ISBN-1-55839-001-4
PUB DATE- 88
NOTE- 252p.; For teachers manual level 1, see ED 256 577-578.
AVAILABLE FROM- Bureau of Supplies, CIMS, 44-36 Vernon Blvd., Long Island City, NY 11101 (included with teachers manual when purchased from CIMS; $5.00 for answer key alone).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Answer Keys; Curriculum Guides; *Elementary School Mathematics; Grade 1; *Mathematics Instruction; Primary Education; Worksheets

This document is the answer key for level 1 of the teacher-developed mathematics curriculum for New York City Schools. Approximately 220 performance objectives are listed, with reference to the appropriate worksheet for each. The answers are indicated on replicas of the pages in the children's workbooks. (MNS)

ED 302 394 SE 050 226

McMurray, Robert
Geometry: A Flow Proof Approach.
PUB DATE- 76
NOTE- 402p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Geometry; Learning Activities; *Mathematics Instruction; Mathematics Teachers; Proof (Mathematics); Secondary Education; *Secondary School Mathematics; *Teacher Developed Materials; *Teaching Methods; Textbooks

The inspiration for this text was provided by an exposure to the flow proof approach to a proof format as opposed to the conventional two-column approach. Historical background is included, to provide a frame of reference to give the student an appreciation of the subject. The basic constructions are introduced early and briefly, to aid the process of induction, encourage the student to experiment, and provide an approach to proof. Transformations and similarity are integrated, with congruence reapproached in the unit on transformations through isometries so that all three topics are tied together. Following an introduction, the 22 chapters concern: history of geometry; basic constructions; induction; sets and Venn diagrams; logic and deductive reasoning; the real numbers and distance; the structure of geometry; flow proof; angles and angle measure; indirect proof; congruence; geometric inequalities; parallel lines; quadrilaterals; lines and planes in space; transformations; similarity; circles and spheres; construction problems and locus; plane coordinate geometry; areas of polygons and circles; and areas and volumes of space figures. (MNS)

ED 302 395 SE 050 229

Miller, Jon D.; Casserly, Patricia

Family and Peer Encouragement of the Study of Mathematics.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 8 Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For related paper, see SE 050 230.
GRANT- MDR-8550085
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Selection (Students); *Enrollment Influences; *Family Influence; Grade 7; Grade 10; Longitudinal Studies; *Mathematics Education; Middle Schools; Models; *Peer Influence; Secondary Education; *Secondary School Mathematics; Statistical Analysis
IDENTIFIERS- *Longitudinal Study of American Youth

The context of socialization in the second half of the 20th century is far different than any previous socialization environment. Children in the United States and in other industrialized countries

grow to adulthood in an age of science and technology. Despite these Longitudinal Studies; *Mathematics Education; technological world on the formation of attitudes toward science and technology. The Longitudinal Study of American Youth (LSAY) is one effort to better understand the process of socialization. The LSAY will follow parallel national samples of seventh and tenth graders for four years, collecting data from the students and their parents, teachers, and school staffs. The base year for collection was 1987. This paper uses the preliminary results from the LSAY base year tenth grade data set to examine course enrollment patterns in high school mathematics to develop several log-linear models to predict the level of mathematics course enrollment during this period. Several path models are advanced and evaluated to help explain the relationship between variables which contribute to mathematics course enrollments. (CW)

Miller, Jon D.
Parental and Peer Encouragement of Formal and Informal Science Education.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 6 Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For related paper, see SE 050 229.
GRANT- MDR-8550085
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Selection (Students); *Enrollment Influences; *Family Influence; Grade 7; Grade 10; Longitudinal Studies; Middle Schools; Models; *Peer Influence; Science Education; Secondary Education; *Secondary School Science; Statistical Analysis
IDENTIFIERS- *Longitudinal Study of American Youth

The context of socialization in the second half of the 20th century is far different than any previous socialization environment. Children in the United States and in other industrialized countries grow to adulthood in an age of science and technology. Despite these changes in the socialization environment, there has been little systematic study of the effects of growing up in a scientific and technological world on the formation of attitudes toward science and technology. The Longitudinal Study of American Youth (LSAY) is one effort to better understand the process of socialization. The LSAY will follow parallel national samples of seventh and tenth graders for four years, collecting data from the students and their parents, teachers, and school staffs. The base year for collection was 1987. This paper uses the preliminary results from the LSAY base year data set to examine attitudes toward science courses and student participation in informal science education, using a set of multivariate log-linear models to examine the structure of parental and peer influences on these attitudes. Several path models are advanced and evaluated to help explain the relationship between variables. (CW)

ED 302 397 SE 050 231

THA-MASTER, The Hellman Academy for Mathematics and Science Teacher Education Retraining.
Long Island Univ., Brooklyn, NY.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 31 Jul 87
NOTE- 276p.; Colored pages and broken or small print may not reproduce well.
GRANT- G008392354
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Inservice Teacher Education; Mathematics Education; *Mathematics Instruction; *Physics; Science Education; Science Instruction; *Secondary School Mathematics; *Secondary School Science; *Teaching Methods
IDENTIFIERS- *THA MASTER

THA-MASTER is a model program for the training of teachers from other disciplines and/or grade levels as secondary school teachers of mathematics and physics. The program for each discipline includes brief refresher courses which include content courses, workshops, and laboratories. Methods are presented as an integral part of each course. THA-MASTER has been offered at eight university sites and two school districts and a chemistry model has been developed. The document includes a summary of the program, evaluation reports from 1983-1987, a report from the dissemination conference, and final site reports. The final site reports included were from Arizona State University; Beaver College; Northern

Colorado University; Portland, Maine Public Schools; Texas Woman's University; Trenton State College; and Western Oregon State College. (CW)

ED 302 398 SE 050 232

Neuschatz, Michael; Covalt, Maude
Physics in the High Schools. Findings from the 1986-87 Nationwide Survey of Secondary School Teachers of Physics.
American Inst. of Physics, New York, N.Y.
REPORT NO.- AIP-Pub-R-340; ISBN-0-88318-579-2
PUB DATE- Nov 88
NOTE- 74p.; Gray shaded areas may not reproduce well.
AVAILABLE FROM- Education and Employment Statistics Division, American Institute of Physics, 335 East 45th Street, New York, NY 10017 (single copies free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *High Schools; *Physics; Private Schools; Science Curriculum; Science Education; Science Instruction; *Science Teachers; *Secondary School Science; Secondary School Teachers; Surveys; Teacher Attitudes; *Teacher Characteristics; Textbooks
IDENTIFIERS- American Association of Physics Teachers

The diversity of the educational system of the United States that engenders a wealth of innovative ideas and varied practices also makes it an extremely complex system to confront and understand as a whole. This survey was undertaken to develop current baseline data on all secondary school teachers of physics in the United States, including those teaching in parochial and non-religiously affiliated private schools. The study was designed to elicit information from occasional teachers of physics as well as those teachers who specialize in the subject. The first three sections of this report include background information for the study including recent studies and methodology. Sections 4 through 8 focus on physics teachers. Information in these sections includes a profile of the sample, salaries, job satisfaction, experience, career plans, and teacher attitudes. Section 9 examines the structure of physics curricula in the schools. Public and private physics education are compared in section 10. (CW)

ED 302 399 SE 050 233

Althouse, Rosemary
Investigating Science with Young Children.
REPORT NO.- ISBN-0-8077-2912-4
PUB DATE- 88
NOTE- 200p.; Photographs and drawings may not reproduce well.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($17.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Early Childhood Education; *Elementary School Science; *Kindergarten; *Nursery Schools; *Preschool Curriculum; Preschool Education; *Process Education; *Science Activities; Science Education; Teaching Methods

Teaching science by a process approach is an exciting adventure for both teachers and their students. Process science is an open ended approach, and the direction learning will take place is determined, for the most part, by the children. This method requires that teachers understand how children learn, know the possibilities a topic offers for active learning, be familiar with suitable materials, and know how to use effective teaching methods. This book represents the experiences of several preschool and kindergarten teachers who have successfully used process science with children aged 3- to 5-years-old. Part 1 discusses background information that is needed to understand and appreciate the process approach. Part 2 presents 85 activities that can be used with children to explore science. Sections include: (1) "Exploring Water"; (2) "Mixing Colors"; (3) "Caring for Classroom Pets"; (4) "Combining Materials"; (5) "Experimenting with Balance"; (6) "Investigating Sand"; (7) "Preparing Foods"; (8) "Setting Objects in Motion"; (9) "Discovering Seeds"; (10) "Building Structures with Boxes"; (11) "Blowing Bubbles"; (12) "Using Our Bodies in Space"; (13) "Working with Wood"; and (14) "Making Toys." In each activity, a list of materials, beginning procedures, and process skills are provided. (CW)

ED 302 400 SE 050 234

Theilheimer, Rachel

Do It, Think about It, Talk about It: Science Develops Girls' Leadership Skills.

Girls Clubs of America, Inc., Indianapolis, IN. National Resource Center.
PUB DATE- 88
NOTE- 8p.; For other papers about Operation SMART, see SE 050 235-238.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Females; *Nonformal Education; *Role Models; *Science Activities; *Science and Society; Science Education; Teaching Methods; Technology; *Youth Clubs
IDENTIFIERS- Girls Clubs of America; *Operation SMART

Operation SMART (Science, Math and Relevant Technology) is a project of the Girls Clubs of America, a national organization serving mostly low-income girls in local club centers. Girls clubs provide out-of-school programming that pays special attention to the needs of girls and helps them take charge of their futures. Operation SMART's hands-on science activities and visits to role models in science are accompanied by reflection about science, societal issues, and personal attitudes. This document describes the goals and programs of this operation including the background of the project, explanations of the activities of this group, and a discussion of the benefits to the girls who participate. This program stresses reflection and includes a set of evaluation materials. (Author/CW)

ED 302 401 SE 050 235

Nicholson, Heather Johnston; And Others
Equity on Purpose: In Pursuit of Excellence in Informal, Out-Of-School Interventions in Math, Science and Technology.
Girls Clubs of America, Inc., Indianapolis, IN. National Resource Center.
PUB DATE- 87
NOTE- 8p.; Paper presented at the Conference of Vision to Reality (Ann Arbor, MI, July 1987). For other papers about Operation SMART, see SE 050 234-238.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Media; Elementary Secondary Education; Equal Education; *Females; *Mathematics Education; Minority Groups; Museums; *Nonformal Education; *Role Models; Science Activities; Science and Society; *Science Education; *Sex Differences; Teaching Methods; Technology; Youth Clubs

There is evidence that more boys than girls have experience in activities related to science and mathematics outside of school and that there are a number of kinds of interventions that can sustain girls' interest and participation in science and mathematics. What is missing is a theoretical explanation for the phenomenon that more boys than girls persist in science and mathematics in high school and beyond. This address discusses girls' opportunities to participate in nonformal science and mathematics activities outside of the home. The characteristics of excellent intervention programs are listed and a number of specific programs are cited. This discussion focuses on museums, media, youth organizations, and informal programs. Three major concepts are also discussed including equity, inquiry, and linkages. There are 14 references listed for this topic. (CW)

ED 302 402 SE 050 236

Wahl, Ellen

Girls and Technology: Stories of Tools and Power.

Girls Clubs of America, Inc., Indianapolis, IN. National Resource Center.

PUB DATE- 88

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For other papers about Operation SMART, see SE 050 234-238.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; Equal Education; *Females; Museums; *Nonformal Education; *Role Models; Science Activities; *Science and Society; *Science Education; *Sex Differences; Teaching Methods; Technology; Youth Clubs

IDENTIFIERS- Girls Clubs of America; *Operation SMART

Operation SMART (Science, Math and Relevant Technology) is a project of the Girls Clubs of America, a national organization serving mostly low-income girls in local club centers. Girls clubs provide out-of-school programming that pays special attention to the needs of girls and helps them take charge of their futures. Operation SMART's hands-on science activities and visits to role models in science are accompanied by reflection about science, societal issues, and personal attitudes. This document describes the goals and programs of this operation including the background of the project and the impact that can be made on the attitudes of girls regarding science and technology. Discussed in this paper are the demystification of science and mathematics, the importance of the actual manipulation of materials, the power of symbols, the importance of collaborative experiences, and the issue of self-reliance versus learned incompetence. (CW)

ED 302 403 SE 050 237

Nicholson, Heather Johnston; Whal, Ellen

Operation SMART: From Research to Program--and Back.

Girls Clubs of America, Inc., Indianapolis, IN. National Resource Center.
PUB DATE- 87
NOTE- 9p.; Paper presented at the International Conference of Girls and Technology (July 1987). For other papers about Operation SMART, see SE 050 234-238.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Equal Education; *Females; Museums; *Nonformal Education; *Role Models; Science Activities; *Science and Society; *Science Education; *Sex Differences; Teaching Methods; Technology; Youth Clubs
IDENTIFIERS- Girls Clubs of America; *Operation SMART

Operation SMART (Science, Math and Relevant Technology) is a project of the Girls Clubs of America, a national organization serving mostly low-income girls in local club centers. Girls clubs provide out-of-school programming that pays special attention to the needs of girls and helps them take charge of their futures. Operation SMART's hands-on science activities and visits to role models in science are accompanied by reflection about science, societal issues, and personal attitudes. This document describes the goals and programs of this operation including the background of the project, and the impact that can be made on the attitudes of girls regarding science and technology. Discussed in this paper are the design of the Operation SMART model, the research on which the program is based, the arrangement of age groups in the program, and the training of staff members. A list of 31 references is included. (CW)

ED 302 404 SE 050 238

Nicholson, Heather Johnston; Wahl, Ellen
Who Stole the Cookies? Out-of-School Math in Operation SMART.
Girls Clubs of America, Inc., Indianapolis, IN. National Resource Center.
PUB DATE- 88

NOTE- 7p.; Paper presented at the Annual Conference of the American Association for the Advancement of Science (Boston, MA, February 11-15, 1988). For other papers about Operation SMART, see SE 050 234-237.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Equal Education; *Females; Inquiry; *Mathematics Education; Middle Schools; Museums; *Nonformal Education; *Role Models; Science Activities; Science and Society; *Science Education; *Sex Differences; Teaching Methods; Technology; Youth Clubs
IDENTIFIERS- Girls Clubs of America; *Operation SMART

Operation SMART (Science, Math and Relevant Technology) is a project of the Girls Clubs of America, a national organization serving mostly low-income girls in local club centers. Girls clubs provide out-of-school programming that pays special attention to the needs of girls and helps them take charge of their futures. Operation SMART's hands-on science activities and visits to role models in science are accompanied by reflection about science, societal issues, and personal attitudes. This document describes the goals and programs of this operation including the background of the project and the impact that can be made on the attitudes of girls regarding science and technology. Discussed in this paper are a few examples of mathematics activities that have been conducted by local clubs, strategies to improve staff, and strategies to help encourage girls' participation in middle school mathematics. (CW)

ED 302 405 SE 050 239

Exemplary Program Presentations. Title II of the Education for Economic Security Act.

Department of Education, Washington, DC.

PUB DATE- 10 Dec 87

NOTE- 18p.; Papers presented at the National Title II Conference, Washington, DC, December 10, 1987.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Computer Science Education; Conferences; Demonstration Programs; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; *Government Role; *Mathematics Education; Problem Solving; *Program Descriptions; *Science Education; Secondary School Mathematics; Secondary School Science

IDENTIFIERS- Education for Economic Security Act 1984

Given the high importance to this Nation's future of strengthening the quality of instruction, and access to that instruction, in the critical subjects supported by Title II of the Education for Economic Security Act, every effort should be made to widely and effectively share program successes. This Special Program of Exemplary Projects is one effort to accomplish that goal. The 23 projects presented at the National Title II Conference were selected from nearly 100 nominated by the states, each state nominating one project supported by the State Education Agency for Elementary and Secondary Education and one project funded by the State Agency for Higher Education. All nominated projects were considered to be equally outstanding and those selected to participate in the Washington meeting were chosen primarily on the basis of geographic and subject matter representation. A catalog of the nominated projects is included in this document. (CW)

ED 302 406 SE 050 240

Abu Isneineh, Ribhi A.
High School Science Teachers' Role Conceptions as Reflected in Their Classroom Practices and Discussions. Draft.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; High Schools; Observation; *Role Perception; Science Education; Science Instruction; *Science Teachers; Secondary Education; *Secondary School Science; Teacher Behavior; *Teacher Education; *Teacher Role
This paper attempts to discover and describe the salient common factors constituting four high school science teachers' role conceptions. In a year-long ethnographic study, two researchers worked as participant observers in various science classroom settings at an urban high school. Teachers in charge of these classrooms were interviewed on issues related to their classroom practices in general and role conceptions in particular. Assertions regarding teachers' role conceptions were made. Teachers see their role as primarily related to classroom happenings; they maintain a sense of groupness through planning and organizing learning activities. Teachers envision part of their role to be subject matter specialists and some of them try to attract high enrollments in science courses. The paper offers suggestions regarding possible factors contributing to high school science teachers' role conceptions such as: (1) their role models; (2) educational background; (3) socialization by peers; and (4) job protectionism. Implications of these teachers' practices and role conceptions are highlighted and specific implications for teacher education are discussed. (YP)

ED 302 407 SE 050 241

Newport, John F.

Teachers' Preferences concerning the Ways To Present Selected Components of Elementary Science Lesson Plans.

PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Guides; Elementary Education; *Elementary School Science; *Lesson Plans; Science Education; *Science Teachers; *Teacher Characteristics; *Teaching Guides; Textbooks

Publishers of elementary science teachers manuals present the components of each lesson plan in a variety of ways or modes. It was believed that teachers might prefer the modes used in presenting some lesson plan components more than others. A group of elementary teachers was given excerpts of teachers manuals in which publishers had presented various lesson plan components in different modes, and the teachers were asked to indicate which of the presentation modes they favored. The teachers' ratings of the alternative modes indicated that they did prefer some lesson plan component presentation modes over others. The teachers preferred: (1) a differentiated component over a combined one; (2) a question form in the plan heading over a topic form; (3) using explicit terms for instructional objectives and for beginning and ending suggestions; and (4) a list form of directions for conducting activities over a paragraph form. (Author/YP)

ED 302 408 SE 050 242

Barojas, Jorge, Ed.
Cooperative Networks in Physics Education. Proceedings of the Inter-American Conference on Physics Education (Oaxtepec, Mexico, July 20-24, 1987).
American Inst. of Physics, New York, N.Y.
REPORT NO.- ISBN-0-88318-373-0
PUB DATE- Sep 88
NOTE- 450p.; Rita G. Lerner, Series Editor.
AVAILABLE FROM- Series Editor, AIP Conference Proceedings, American Institute of Physics, 335 East 45th Street, New York, NY 10017 ($60.00 clothbound).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Cognitive Development; *College Science; *Computer Uses in Education; Conferences; *Educational Improvement; Graduate Study; Higher Education; International Cooperation; Laboratory Experiments; Microcomputers; Networks; Nonformal Education; *Physics; Preservice Teacher Education; Problem Solving; Research; Secondary Education; *Secondary School Science; Teaching Methods; *Technological Advancement; Textbooks
IDENTIFIERS- Science Education Research

This conference on physics education was held to improve cooperative efforts in connection with 12 topics previously identified by a survey. A working group was organized in association with each of these topics with the hope of creating or reinforcing a network. Working groups included: network development procedures; graduate education and employment; cognitive sciences and the foundations of physics teaching; secondary physics teaching; teacher education; physics education research; textbooks; the use of microcomputers; non-formal education; physics laboratories; teaching modern physics; and technology. This proceedings contains the text of the 48 papers and five invited talks delivered at the conference, and a directory of those who participated. (CW)

Computer Resources for Schools: Notes for Teachers and Students. Educational Activities Kit.

Computer Museum, Boston, MA.

SPONS. AGENCY- Massachusetts Council on the Arts and Humanities, Boston.

PUB DATE- Oct 88

NOTE- 29p.; Photographs and drawings may not reproduce well.

AVAILABLE FROM- Educational Coordinator, The Computer Museum, 300 Congress Street, Boston, MA 02210 ($5.00 postpaid).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)

DESCRIPTORS- *Computer Literacy; *Computers; *Computer Science Education; Computer Uses in Education; *Exhibits; *Resource Centers; Science Activities; Scientific Literacy; Secondary Education; *Secondary School Science

IDENTIFIERS- *Computer Museum MA

This kit features an introduction to the Computer Museum, a history of computer technology, and notes on how a computer works including hardware and software. A total of 20 exhibits are described with brief questions for use as a preview of the exhibit or as ideas for post-visit discussions. There are 24 classroom activities about the history and work of computers, computers in daily life, and post-visit activities. A list of computer education resources in Massachusetts, Connecticut, Maine, New Hampshire, and Vermont is provided, along with a list of computer related publications that can be used as reference information. A glossary of computer terminology is also included. (YP)

ED 302 410 SE 050 245

Ohlsson, Stellan; Rees, Ernest
An Information Processing Analysis of the Function of Conceptual Understanding in the Learning of Arithmetic Procedures.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- TR-KUL-88-03
PUB DATE- Aug 88
NOTE- 101p.
GRANT- ONR-N00014-85-K-0337

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computation; *Computer Simulation; *Concept Formation; Educational Research; Error Patterns; *Learning Theories; *Mathematical Models; *Mathematics Instruction
IDENTIFIERS- Mathematics Education Research

Children learn arithmetic procedures by rote, rather than by constructing them with an understanding of numbers. Rote learning produces lack of flexibility, nonsensical errors, and other difficulties. Proposed is a theory of conceptual understanding and its role in learning and executing arithmetic procedures. The basic hypothesis is that principles constrain the possible states of affairs, thereby enabling learners to monitor their own performance and correct errors. A new knowledge representation is proposed, the state constraint. The theory has been implemented in the Heuristic Searcher, a computer model that learns arithmetic procedures on the basis of general principles encoded as constraints on search states. Simulated is: (1) the discovery of a general counting procedure in the absence of either instruction or solved examples; (2) flexible adaptation of a counting procedure in respose to changed task demands; and (3) correction of subtraction errors in the absence of external feedback. The theory provides novel answers to several questions on conceptual understanding, generates testable predictions about human behavior, deals successfully with technical issues, and fares well on evaluation criteria. Future work will focus on how knowledge and experience interact in procedural learning. Over 110 references are included. (Author/MNS)

ED 302 411 SE 050 246

Bowe, Lulu M., Comp.
The Fossil Fauna of the Islands Region of Western Lake Erie.
Ohio State Univ., Columbus. Ohio Sea Grant Program.
REPORT NO.- CLEAR-TR-294; GS-006
PUB DATE- Feb 88
NOTE- 92p.; Drawings may not reproduce well. Reprint of October 1985 publication.
AVAILABLE FROM- Ohio Sea Grant Program, The Ohio State University, 1314 Kinnear Road, Columbus, Ohio 43212 ($5.00, including tax and handling; for quantity price contact the Ohio Sea Grant Office).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Botany; *Classification; *Identification; Marine Biology; *Paleontology; Scientific and Technical Information; *Scientific Research; Zoology
IDENTIFIERS- *Invertebrates; *Lake Erie

The islands of western Lake Erie are rock-bound isles that abound in rocky outcrops and quarries. The rocks of these islands are of two distinct types, Silurian dolomites and Devonian limestones. The dolomites, exposed in the Bass Islands and Sister Islands are virtually devoid of fossils. Conversely, the limestones of Johnson Island, Marblehead, Kelley's Island, and Pelee Island abound in Paleozoic fossils. The purpose of this report is to document the fossil fauna that has been reported for these islands and to compile a taxonomic list of the families and species of invertebrate fossils found in the island region of Lake Erie. This document includes published accounts and the results of personal investigations. A final section of the report contains 131 descriptions and illustrations of the important fossil taxa found in the rocks. (Author/CW)

Kennedy, Jim; Miller, Todd
A Citizen's Guide to Coastal Water Resource Management.
North Carolina Coastal Federation, Inc. Newport.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. National Estuary Program.
REPORT NO.- UNC-SG-88-05
PUB DATE- 88
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Coordination; Community Development; *Community Involvement; Community Organizations; Conservation (Environment); *Environmental Education; *Government Role; Legislation; *Natural Resources; Organizations (Groups); Policy Formation; *Water
IDENTIFIERS- *Coastal Management; *North Carolina

More people than ever are using coastal waters for recreation and business activities and living along the shores. This puts more pressure on natural resources and creates more conflicts between the people using the resources. This guidebook is designed to help citizens develop an understanding of how coastal management works. Four chapters in this guide explain the basic provisions of the important state and federal laws that form the basis of the State of North Carolina's coastal management program. Also included is a summary of the general concepts of regulatory programs and the basic principles of public participation. Four appendices include a directory of agency mailing lists of regulatory information, permit review agencies, coastal resource management organizations, and phone numbers and addresses to be used in the reporting of possible violations of management policy. (CW)

ED 302 413 SE 050 248

Sound Advice: How To Live in Harmony with Our Coast.
North Carolina Coastal Federation, Inc. Newport.
SPONS. AGENCY- WRAL-TV, Raleigh, NC.
PUB DATE- Oct 88
NOTE- 34p.; Colored drawings may not reproduce well. Adapted from "The Baybook," a publication of the Citizens Program for the Chesapeake Bay.
AVAILABLE FROM- North Carolina Coastal Federation, 1832 J. Bell Lane (OCEAN), Newport, NC 28570 ($3.00, $2.00/100 copies).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); *Elementary School Science; *Environmental Education; *Natural Resources; Pesticides; Pollution; Science Activities; *Secondary School Science; Wastes; *Water

Most people tend to take coastal areas for granted, but, if steps are not taken now to improve the quality of the water from the mountains to the coast, it may someday be unfit for human use. Following a statement of the reasons for such concern are 13 chapters discussing various aspects of water conservation. Chapter titles include: (1) "Erosion Control"; (2) "Check Your Soil"; (3) "Drainage"; (4) "Septic Systems"; (5) "Pavement"; (6) "Landscaping"; (7) "Lawns"; (8) "Gardening"; (9) "Pesticides"; (10) "Household Chemicals"; (11) "Water Conservation"; (12) "Recreation"; and (13) "Community Action." Each chapter contains

background information and a list of things that can be done locally to help improve the situation. A list of 15 additional sources of information is included at the end of this document. (CW)

ED 302 414 SE 050 249

Good, Ron; And Others
Using Prediction in a Science Learning Cycle: A Pilot Study and Proposed Research.
PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; *Cognitive Structures; *Concept Formation; *Learning Processes; *Misconceptions; *Prediction; Science Education

The science learning cycle developed by Robert Karplus and others in the 1960's has been a useful model for many science teachers and researchers. This model stresses the use of structured inquiry to organize knowledge acquisition and problem solving. Recent research in the cognitive science tradition, however, has shown that learning and problem solving are dependent upon more than general reasoning abilities. Intuitive views of the natural world, as seen by children, are often inconsistent with scientific views. These prescientific views must become known to both teachers and students before the correct conceptions can be constructed. The research described in this paper extends earlier research on the process of prediction which has been recognized as a key to determining the value of scientific theories. Included are a summary of the research questions, background information, a description of the pilot study and its results, a description of proposed future research, and a list of 45 references. (CW)

ED 302 415 SE 050 250

Suydam, Marilyn N., Ed.; Kasten, Margaret L., Ed.

Investigations in Mathematics Education, Volume 21, Number 2.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

PUB DATE- 88
NOTE- 70p.; For previous edition, see ED 296 888.
AVAILABLE FROM- SMEAC Information Reference Center, 1200 Chambers Road, Room 310, Columbus, OH 43212 (U.S. Subscription $8.00; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Arithmetic; Computer Assisted Instruction; Computer Science; *Computer Uses in Education; Educational Research; *Experiential Learning; Longitudinal Studies; *Mathematics Achievement; *Mathematics Anxiety; Mathematics Education; Mathematics Instruction; *Problem Solving; Secondary Education; *Secondary School Mathematics

This publication is an abstracted compilation of 11 investigations. The information includes purpose, rationale, research design and procedures, findings, interpretations, abstractor's comments, previous research, procedure and statistical methods, and further research. Contained within are: (1) "Gender-Based Differential Item Performance in Mathematics Achievement Items"; (2) "The Relationship between Mathematics Anxiety and Achievement Variables"; (3) "A Teaching Strategy for Elementary Algebraic Fractions"; (4) "Resequencing Skills and Concepts in Applied Calculus Using the Computer as a Tool"; (5) "Computer Programming and Logical Reasoning"; (6) "The Influence on Mathematics Test Scores, by Ethnicity and Sex, of Prior Achievement and High School Mathematics Courses"; (7) "Mathematics Achievement as a Function of Language"; (8) "Verbal Clarifying Behaviors, Mathematics Participation, Attitudes"; (9) "The Development of Informal and Formal Mathematical Thinking in Korean and U.S. Children"; (10) "Mathematics Education Research Studies in Journals as Indexed by Current Index to Journals in Education, October-December 1987"; and (11) "Mathematics Education Research Studies Reported in Resources in Education, October-December 1987." (CW)

Crawley, Frank E.; Arditzoglou, Sophia Yani

Life and Physical Science Misconceptions of Preservice Elementary Teachers.

PUB DATE- Dec 88
NOTE- 22p.; Paper presented at the Annual Meeting of the School Science and Mathematics Association (Austin, Texas, December 2-3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Sciences; Cognitive Development; Cognitive Processes; *Cognitive Structures; *Concept Formation; Elementary Education; Elementary School Science; Higher Education; *Learning Processes; *Misconceptions; Physical Sciences; *Prediction; *Preservice Teacher Education; Science Education

Misconceptions are systematic, intelligently conceived, and quite reasonable theories that have been constructed on the basis of experience. Research studies on misconceptions have indicated that students develop intelligently conceived and sophisticated concepts of science. Although some of these are compatible with the principles of modern science, others are incorrect, outdated, or unacceptable in a science-oriented culture. The views of science held by elementary students and the extent to which their views can be modified will depend on the teachers' conceptions. Possessing misconceptions will most certainly cripple the teachers' ability to identify and correct the misunderstandings students bring with them into the classroom. This study aimed to identify the life and physical science misconceptions of preservice elementary teachers enrolled in three sections of a science methods course offered at the University of Texas at Austin during the spring semester of 1988. In particular, the study had as objectives, to: (1) identify preservice teachers' misconceptions in the physical and life science concepts; (2) develop, field test, and revise multiple-choice test items designed to identify the physical and life science misconceptions of preservice elementary teachers; and (3) correlate the scores on the pilot versions of the "Physical Science Misconceptions Test" and "Life Science Misconceptions Test" to preservice teachers' academic ability/achievement indices of science and math knowledge. (Author/CW)

ED 302 417 SE 050 252

Doley, Laura B.; Crawley, Frank E.

Assessing the Needs of Physical Science Teachers in Texas.

PUB DATE- 88
NOTE- 33p.; Paper presented at the Annual Meeting of the School Science and Mathematics Association (Austin, TX, December 2-3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Assessment; *Educational Improvement; High Schools; Inservice Teacher Education; *Physical Sciences; *Questionnaires; *Science Education; *Science Teachers; *State Surveys; Teacher Characteristics
IDENTIFIERS- *Texas

Mandates for improvement in the quality of instruction at the precollege level require that improved continuing educational opportunities by made available to the teachers of all science subjects. Physical science courses, along with biology, make up the general science requirement used by most high school students to meet graduation requirements. Inservice programs should be provided for the teachers of physical science to help them keep up with the rapid changes that are made in their field. This project sought to field-test the pilot version of an instrument adapted from the questionnaire used in Weiss' 1985-86 National Survey of Science and Mathematics Education for use with the physical science teachers in Texas. Information was sought regarding the characteristics of Texas physical science teachers and their science education research interests. The preliminary results of this survey and a copy of the instrument are presented in this paper. (CW)

ED 302 418 SE 050 256

Turner, J. Howard, Ed.
Planning for an Individual Water System. Fourth Edition Revised.
American Association for Vocational Instructional Materials, Athens, Ga.
REPORT NO.- ISBN-0-89606-097-7
PUB DATE- 82
NOTE- 163p.; Colored illustrations may not reproduce well.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, Athens, GA 30602 ($12.00 plus $2.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); *Drinking Water; Environmental Education; *Natural Resources; Water; *Water Pollution; *Water Quality; *Water Resources; *Water Treatment

Few investments have as little thought given to planning as the installation of a water-supply system for the home or farm. There are many considerations to be made if an adequate supply of water is to be available for the living and recreational needs of a family or the needs of livestock. This book is designed to instruct the reader on how to plan for a safe and adequate water supply. It has been developed for the person who has the primary responsibility for providing a water system for a home, farm, ranch, or vacation home as well as those who may expect to go into the business of sales and service of water systems. Topics covered in this manual include: (1) determining water needs; (2) water safety assurrance; (3) water conditioning; (4) pump installation; (5) pipe installation; and (6) power sources. Numerous charts, tables and illustrations can be found in this publication. Also included is a list of 97 references and the addresses of educators, agencies and industries involved in the field are provided in the acknowledgements. (CW)

ED 302 419 SE 050 257

Golden, William T., Ed.
Science and Technology Advice to the President, Congress, and Judiciary.
REPORT NO.- ISBN-0-08-036125-0
PUB DATE- 88
NOTE- 523p.
AVAILABLE FROM- Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523 ($24.95, ISBN-0-08-036125-0--soft cover; ISBN-0-08-036126-9-hard cover).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Policy; *Advisory Committees; *Governmental Structure; *Government Role; *Policy Formation; Science and Society; Scientific and Technical Information; *Scientific Attitudes; Technology

The purposes of this book are to attract attention to the necessity for quality advice on science and technology issues to the President of the United States, Congress, and to the Judiciary; provoke thought regarding the reconsideration and improvement of the existing mechanisms and organizations; and to provide a compendium of facts and opinions useful to government officials, journalists, scholars, and students of political science, science policy, and the history of science. Eighty-five authors describe and discuss science and technology advising organizations of the U.S. Government. The contributors recommend diverse ways to improve the structure and functions of these organizations. Authors include both of former President Reagan's Science Advisors, former President Gerald Ford, Science Advisors to previous presidents, Congressional leaders, and distinguished members of the Judiciary. Major issues discussed are the restoration of the President's Science and Technology Advisor to the original level, the re-establishment of the President's Science Advisory Committee, and the creation of a Department of Science. (CW)

ED 302 420 SE 050 258

Computers in Life Science Education. Volume 5, 1988.
National Resource for Computers in Life Science Education, Seattle, WA.
PUB DATE- 88
NOTE- 97p.
AVAILABLE FROM- National Resource for Computers in Life Science Education, Mail Stop RC-70, University of Washington, Seattle, WA 98195 (Subscription $40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Biological Sciences; *College Science; Computer Assisted Instruction; *Computer Uses in Education; Courseware; Higher Education; Instructional Improvement; Microcomputers; *Newsletters; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Simulation; Teaching Methods

Designed to serve as a means of communication among life science educators who anticipate or are currently using microcomputers as an educational tool, this volume of newsletters provides background information and practical suggestions on computer use. Over 80 articles are included. Topic areas include: (1) using a personal computer in a plant physiology course; (2) annual report and directory; (3) Apple workstations; (4) hypercard; (5) expert systems; (6) computer graphics for simulations; (7) the use of computer simulations to reinforce laboratory experiences; (8) Stella simulation software; (9) software evaluation; and (10) authoring systems. Also provided are guidelines for the preparation and submission of articles to the newsletter, subscription information, indexes for each volume, and lists of meetings and synopses. "Where's the Software?" and "Keeping Abreast of the Literature" are periodic feature articles. (CW)

ED 302 421 SE 050 259

Yunker, Lee E., Ed.; And Others
Student Math Notes 1988.
National Council of Teachers of Mathematics, Inc., Reston, Va.
PUB DATE- 88
NOTE- 43p.; For 1987 Math Notes see ED 294 745.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Enrichment Activities; *Geometric Concepts; Mathematics Education; *Mathematics Instruction; *Number Concepts; Secondary Education; *Secondary School Mathematics; *Statistics

Five sets of activities for students are included in this document. Each is designed for use in junior high and secondary school mathematics instruction. The first two are concerned with the properties of polygons. The third involves statistical decision making using basketball statistics as examples. The fourth is related to the perimeter and area of squares and rectangles. The fifth describes the uses of directed graphs. Each set contains a variety of activities, an extension section, and an answer key. (CW)

Bengtson, Eileen G.; And Others

Microcomputer Activities for the Teaching of Science and Thinking Skills in the Elementary School Grades 3-7. A Curriculum Development Project of the Project To Increase Mastery of Mathematics and Science (PIMMS).

Wesleyan Univ., Middletown, Conn.

SPONS. AGENCY- Connecticut State Board of Higher Education, Hartford.; Connecticut State Dept. of Education, Hartford.
PUB DATE- Apr 88
NOTE- 50p.; For other documents from PIMMS, see SE 050 269-271.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Reviews; Computer Uses in Education; *Courseware; Elementary Education; *Elementary School Science; *Science Activities; Science Curriculum; Science Education; *Science Materials; *Scientific Methodology
IDENTIFIERS- Project to Increase Mastery of Math and Science; Thinking Skills

The purpose of this project is to help elementary school teachers get started using the computer to aid the teaching and learning of many scientific concepts in a meaningful way. The authors have developed their own software package, "Elementary Science Activities," and have selected several commercially available software packages that are versatile, cost effective, and easy to use. This report includes reviews/descriptions and several activities for these programs. The teacher-developed software contains a "Rock Identification Key"; a "Needle Trees Key"; and "The Solar System." There are program reviews/descriptions for the commercial software "The Factory," and "The Pond"; and reviews/descriptions and activities for "The Incredible Laboratory," "MECC Graph," and "Science Tool Kit, Master Module." The format of these programs pairs readily available manipulatives with computer programs to develop logical thinking skills as they query and guide the student through the activities. The programs were selected to aid the development of logical thinking, pattern recognition, sequencing, and organization. They are self-testing and correcting, and help to promote self-motivation by incorporating fun, graphics, and sound into the lessons. (YP)

ED 302 423 SE 050 269

Cetorelli, Nancy; And Others

A Review of Selected Microcomputer Software Packages with Lessons for Teaching Mathematics Grades 8-12. Volume 1. A Curriculum Development Project of the Project To Increase Mastery of Mathematics and Science (PIMMS).

Wesleyan Univ., Middletown, Conn.

SPONS. AGENCY- Connecticut State Board of Higher Education, Hartford.; Connecticut State Dept. of Education, Hartford.
PUB DATE- Apr 87
NOTE- 128p.; For other documents from PIMMS, see SE 050 268-271.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Reviews; *Courseware; Equations (Mathematics); Functions (Mathematics); Geometric Concepts; *Geometry; *Mathematical Concepts; Mathematics Instruction; Mathematics Materials; Mathematics Skills; Mathematics Tests; *Secondary School Mathematics
IDENTIFIERS- Apple IIe; Project to Increase Mastery of Math and Science

The purpose of this project is to help teachers of mathematics use the computer to aid the teaching and learning of many mathematical concepts in a meaningful way. To this end, commercially available software packages are described which are versatile, cost effective, and easy to use. A review and several lessons, each including homework exercises, have been written for each package and are presented in ready-to-use form. Chapter 1, "Geometric Supposer: Triangles" (Sunburst), includes five lessons, such as types of triangles, angle sums, midsegments, similar triangles, and perpendiculars from a random point. Chapter 2, "Graphing Equations" (Conduit), consists of four lessons of linear equations including an equation and its graph, functions from a given slope, y-intercept or points, and reviews. Chapter 3, "Discovery Learning in Trigonometry" (Conduit) is a lesson about polar equations. Chapter 4, "Interactive Experiments in Calculus" (Prentice-Hall), contains three lessons about the nature of polynomial functions and techniques of numerical integration. (YP)

Cetorelli, Nancy; And Others

A Review of Selected Microcomputer Software Packages with Lessons for Teaching Mathematics Grades 8-12. Volume 2. A Curriculum Development Project of the Project To Increase Mastery of Mathematics and Science (PIMMS).

Wesleyan Univ., Middletown, Conn.

SPONS. AGENCY- Connecticut State Board of Higher Education, Hartford.; Connecticut State Dept. of Education, Hartford.
PUB DATE- Apr 88
NOTE- 193p.; For other documents from PIMMS, see SE 050 268-271.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Reviews; *Courseware; Geometric Concepts; *Geometry; *Mathematical Concepts; Mathematics Materials; Mathematics Skills; Mathematics Tests; *Secondary School Mathematics
IDENTIFIERS- Apple IIe; Project to Increase Mastery of Math and Science

The purpose of this project is to help teachers of mathematics get started using the computer to aid the teaching and learning of many mathematical concepts in a meaningful way. To this end, commercially available software packages are described which are versatile, cost effective, and easy to use. A review and several lessons, including homework exercises, have been written for each package and are presented in ready-to-use form. Chapter 1, "Polynomial Practice Using Tiles: Discovering Algebra" (Sunburst), includes three lessons about modeling and addition. Chapter 2, "Interpreting Graphs" (Sunburst/Conduit), presents a lesson about the relationship between graphs and events. Chapter 3, "The Geometric preSupposer" (Sunburst), provides five lessons about angles, right triangles, quadrilaterals, and segments. Chapter 4, "Geometric Supposer: Quadrilaterals" (Sunburst), offers three lessons about parallelograms and the trapezoid. Chapter 5 "Superplot" (EduSoft), is a lesson about graphing inverse functions. Chapter 6, "Introductory Statistics Software Package" (Addison-Wesley), contains four lessons about mean, standard deviation, distribution, sampling and correlation. The last chapter, "The Whatsit Corporation: Survival Math Skills" (Sunburst), has five lessons about predictions of impact of price, sales tax, and simulation. (YP)

ED 302 425 SE 050 271

Guertin, Arthur; And Others
A Guide to Computer Use by the Science Teacher. A Curriculum Development Project of the Project To Increase Mastery of Mathematics and Science (PIMMS).
Wesleyan Univ., Middletown, Conn.
SPONS. AGENCY- Connecticut State Board of Higher Education, Hartford.; Connecticut State Dept. of Education, Hartford.
PUB DATE- Oct 87
NOTE- 78p.; For other documents from PIMMS, see SE 050 268-271.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Computer Software Reviews; *Computer Uses in Education; Elementary Education; *Elementary School Science; *Science Activities; Science Curriculum; Science Education; *Science Materials; *Scientific Methodology
IDENTIFIERS- Project to Increase Mastery of Math and Science

This guide explains ways in which the computer can be used in the science classroom and laboratory. Further, it suggests many resources that can be tapped to help teachers initiate and improve their own programs. Chapters include: (1) "The Computer as a Tool for Student Inquiry"; (2) "The Computer as a Tool for Teachers"; (3) "The Computer as an Instructor"; (4) "Hardware Recommendations"; and (5) "Glossary." The appendices include examples of commercial microcomputer based laboratory (MBL) products; four MBL activities for earth science, biology, chemistry and physics; sources of MBL products; and an MBL bibliography. (YP)

ED 302 426 SE 050 275

Farrell, M. A.

A Secondary Preservice Program's Emphasis on the Nature of Mathematics.

PUB DATE- Aug 88
NOTE- 13p.; Paper presented at the International Congress on Mathematics Education (6th, Budapest, Hungary, August 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Mathematics; Higher Education; *Mathematics Education; *Mathematics Instruction; *Preservice Teacher Education; *Program Descriptions
IDENTIFIERS- New York

A program designed for students who enter the teacher education program with a strong academic background in mathematics is described. However, there is a significant gap between academic course completion and depth and breadth of understanding of mathematics. Teachers' practices reflect their view of mathematics. Therefore, students in the one-semester program are led to reflect on and question their conceptions. A five-phase approach is described, involving: (1) confrontation and reflection; (2) exploration and presentation of a model of mathematics; (3) discussion and problem solving related to the model; (4) modeling of instruction based on the model by the college instructor; and (5) student teachers' incorporation of strategies based on the model. Short-term effects of this program have been documented, but only informal, incidental feedback is available on the long-term effects. Nineteen references are included. (MNS)

ED 302 427 SE 050 276

Farrell, M. A.
Research/Practice Collaboration.
PUB DATE- Aug 88
NOTE- 11p.; Paper presented at the International Congress on Mathematics Education (6th, Budapest, Hungary, August 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Educational Research; Elementary Secondary Education; Guidelines; Higher Education; *Mathematics Education; *Networks; Program Descriptions; Research and Development; *Research Utilization; *Science Education; *Theory Practice Relationship
IDENTIFIERS- New York

A project organized by the Consortium for Mathematics and Science Education at the State University of New York at Albany is described. The purpose of the project was to develop closer linkages between practice and research in didactics in mathematics and science education. A state-wide research network was created of higher education faculty with research interests in mathematics and science education and clusters of pre-college faculty in the same disciplines interested in learning about or collaborating in research. This network would serve as a vehicle for identifying areas of research of concern to pre-college teachers, engaging teachers at all levels in collaborative efforts, facilitating research projects, and disseminating research results to classroom teachers. The rationale for the project, how the network was designed and formed, and the results of collaboration are discussed. Advantages and disadvantages or problems are listed, with suggestions for improving collaboration possibilities. Eleven references are included. (MNS)

ED 302 428 SE 050 290

Mac Iver, Douglas; Reuman, David A.
Decision-Making in the Classroom and Early Adolescents' Valuing of Mathematics.
PUB DATE- 88

NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Contains light and broken type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Educational Research; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; *Mathematics Instruction; Middle Schools; *Secondary School Mathematics; *Student Attitudes
IDENTIFIERS- Mathematics Education Research

In many upper-elementary school classrooms, students are given few decision-making prerogatives. In junior high school, it becomes increasingly rare for them to receive the decision-making opportunities they believe they should have. Both person-environment fit theory and pawn theory would predict that a failure to provide students with such opportunities in their mathematics classrooms will prompt them to devalue mathematics. This study tests this hypothesis. Students from 12 school districts in the Transitions in Early Adolescence Project in the Detroit area completed questionnaires in the fall and spring of two successive school years. Reported are data from 1,823 students in grade six during 1983-84 and in grade seven the next year. Assessed were student perceptions of actual and ideal decision-making opportunities in mathematics classrooms. Overall a substantial increase in constraints on students' decision-making prerogatives coincides with the transition to junior high school, and there is a steady increase in lack of decision-making across sixth and seventh grades. Students who experienced a lack of decision-making in their mathematics classrooms perceived mathematics to have less intrinsic and utility value than did students who had more decision-making experiences. Twenty-nine references are listed. (MNS)

ED 302 429 SE 050 291

Jones, J. Reid; And Others
Teacher Evaluation of Mathematics Curriculum Objectives.
PUB DATE- 88
NOTE- 25p.; Pages with small or light print may not reproduce well.
AVAILABLE FROM- J. Reid Jones, Assoc. Professor, P.O. Box 3115 DSU, Delta State University, Cleveland, MS 38733.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Basic Skills; Curriculum Development; *Educational Assessment; Educational Research; Elementary Secondary Education; Interviews; *Mathematics Achievement; *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; Objectives; *Research Reports; Surveys; *Teacher Attitudes; Testing
IDENTIFIERS- *Mathematics Education Research

This report focuses on teacher reactions in the Mississippi Delta to the state-wide curriculum and testing program. A Basic Skills Assessment Program tests achievement of the state curriculum objectives at grades 3, 5, 8, and 11. Eleventh grade students are also required to pass a Functional Literacy Examination for each content area. Mathematics objectives for each of the five assessments are appended. The project team engaged in five activities: (1) telephone interviews with administrators and teachers in the 24 Delta school districts; (2) analyses of mathematics achievement and demographic data bases; (3) preliminary study of mathematics attitudes and their impact on mathematics achievement, (4) construction and distribution of a written survey for Delta teachers; and (5) analyses of the teacher survey. Selected findings from each of these activities are presented, plus a general summary and recommendations. (MNS)

ED 302 430 SE 050 292

Janke, Bruno; And Others
Science and Technology in School Curricula. Case Study 3: German Democratic Republic.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
REPORT NO.- ED-88/WS/49
PUB DATE- 88
NOTE- 19p.; Reproduced by permission of Unesco.
AVAILABLE FROM- UNESCO, 7 place de Fontenoy, 75700 Paris, France (price not available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Course Descriptions; *Educational Policy; Elementary Secondary Education; *Foreign Countries; International Educational Exchange; Mathematics Curriculum; Mathematics Education;

Mathematics Instruction; Science and Society; Science Curriculum; *Science Education; Science Instruction; *Teacher Education; *Teaching Methods; *Technological Advancement
IDENTIFIERS- *East Germany

A global survey was conducted by Unesco in 1986 on the place occupied by the teaching of science, mathematics, and technology, with the data indicating that mathematics and science are firmly entrenched in school curricula worldwide, but the place of technology is much more tentative. It was decided to probe more deeply into the adequacy of these curricula to meet national needs, and to undertake a study of their appropriateness in relation to the rapidly-evolving nature of science and technology. This case study focuses on the 10-year compulsory school of the German Democratic Republic (East Germany). The five sections consider: (1) "General education and mathematics, science, and polytechnical instruction"; (2) "The goals of mathematics, science and polytechnical instruction"; (3) the syllabi for mathematics, physics, chemistry, biology, and polytechnical school subjects; (4) "Teaching method"; and (5) "The preparation of teachers." (MNS)

Science and Technology in School Curricula. Case Study 4: India.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
REPORT NO.- ED-88/WS/50
PUB DATE- 88
NOTE- 22p.; Reproduced by permission of Unesco.
AVAILABLE FROM- UNESCO, 7 place de Fontenoy, 75700 Paris, France (price not available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Course Descriptions; *Educational Policy; Elementary Secondary Education; *Foreign Countries; International Educational Exchange; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Science and Society; Science Curriculum; *Science Education; Science Instruction; *Teacher Education; *Teaching Methods; *Technological Advancement
IDENTIFIERS- *India

A global survey was conducted by Unesco in 1986 on the place occupied by the teaching of science, mathematics, and technology, with the data indicating that mathematics and science are firmly entrenched in school curricula worldwide, but the place of technology is much more tentative. It was decided to probe more deeply into the adequacy of these curricula to meet national needs, and to undertake a study of their appropriateness in relation to the rapidly-evolving nature of science and technology. This case study concentrates on the work of the Rajasthan State Institute for Educational Research and Training. Rajasthan is involved with all aspects of the curriculum of the primary and secondary schools of the state but the focus of this document is on the areas of science, technology, and mathematics. It describes the role of the institute in such matters as curriculum development, low-cost equipment, teacher training, and informal schooling. (CW)

ED 302 432 SE 050 298

Ernest, Paul, Ed.
Teaching and Learning Mathematics Part 1. Perspectives 33.
Exeter Univ. (England). School of Education.
REPORT NO.- ISBN-85068-094-8
PUB DATE- Nov 87
NOTE- 81p.; For part 2, see SE 050 299. Drawings may not reproduce well.
AVAILABLE FROM- Curriculum and Resources Centre, School of Education, University of Exeter, St. Luke's, Exeter, United Kingdom EX1 2LU.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Educational Research; Elementary Secondary Education; Foreign Countries; *Interactive Video; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Problem Solving; *Teacher Behavior; Technological Advancement
IDENTIFIERS- Mathematics Education Research; Mathematics History

This publication contains seven papers by the staff of the University of Exeter School of Education and by invited outside contributors. The focus is on the changing mathematics curriculum, instructional practices, and research findings. The papers are: (1) "Mathematics Education for the 21st Century: It's Time for a Revolution!" (David Burghes); (2) "Using Interactive Video in Secondary Mathematics" (Dudley Kennett); (3) "Mathematics--An Alternative Approach" (David Hobbs); (4) "Classroom Processes and Mathematical Discussions: A Cautionary Note" (Charles Desforges); (5) "Investigations: Where To Now? or Problem-Posing and the Nature of Mathematics" (Stephen Lerman); (6) "Classroom Based Assessment" (Susan Pirie); (7) "The Use of the History of Mathematics in Teaching" (Derek Stander). (MNS)

ED 302 433 SE 050 299

Ernest, Paul, Ed.
Teaching and Learning Mathematics Part 2. Perspectives 34.
Exeter Univ. (England). School of Education.
REPORT NO.- ISBN-85068-095-6
PUB DATE- Nov 87
NOTE- 83p.; For part 1, see SE 050 298. Drawings may not reproduce well.
AVAILABLE FROM- Curriculum and Resources Centre, School of Education, University of Exeter, St. Luke's, Exeter, United Kingdom EX1 2LU.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Educational Research; Elementary Secondary Education; Foreign Countries; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Ratios (Mathematics); *Teacher Behavior; Technological Advancement; Textbook Evaluation
IDENTIFIERS- Mathematics Education Research

This publication contains five papers by the staff of the University of Exeter School of Education and by invited outside contributors. The focus is on the changing mathematics curriculum, instructional practices, and research findings. The papers are: (1) "Teaching and Learning Mathematics in the Primary School" (Neville Bennett); (2) "There Is Little Connection" (Kath Hart); (3) "Learning and Teaching Ratio: A Look at Some Current Textbooks" (Dietmar Kuchemann); (4) "Mathematics Teaching--Beliefs and Practice" (Barbara Jaworski); (5) "Teaching (Pupils To Make Sense) and Assessing (the Sense They Make)" (John Mason). (MNS)

Ernest, Paul, Ed.
The Social Context of Mathematics Teaching. Perspectives 37.
Exeter Univ. (England). School of Education.
REPORT NO.- ISBN-85068-099-9
PUB DATE- Apr 88
NOTE- 93p.; Drawings may not reproduce well.
AVAILABLE FROM- Curriculum and Resources Centre, School of Education, University of Exeter, St. Luke's, Exeter, United Kingdom EX1 2LU.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Mathematics Achievement; Mathematics Anxiety; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Multicultural Education; Number Concepts; Racial Bias; *Sex Differences; *Teacher Education
IDENTIFIERS- Mathematics Education Research

This publication contains seven papers by the staff of the University of Exeter School of Education and by invited outside contributors. The focus is on issues that consider the social context of mathematics. The papers are: (1) "Images of Mathematics" (Leone Burton); (2) "Of Course You Could be an Engineer, Dear, but Wouldn't You Rather be a Nurse or Teacher or Secretary?" (Zelde Isaacson); (3) "Mathephobia" (Jenny Maxwell); (4) "The Politics of Numeracy" (Jeff Evans); (5) "What is Multicultural Mathematics?" (Marilyn Nickson); (6) "Multicultural and Anti-Racist Mathematics Teaching" (Derek Woodrow); (7) "Becoming a Mathematics Teacher--Grounds for Confidence?" (John Hayter). (MNS)

ED 302 435 SE 050 301

D'Alu, Maria Jose Miranda de Sousa

Matematica 3. Livro do Aluno (Mathematics 3. Student Book).

Fall River Public Schools, MA. Portuguese Materials Development Project.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89857-280-0
PUB DATE- Apr 85
NOTE- 242p.; For teacher's manual, see SE 050 302.
AVAILABLE FROM- National Dissemination Center (NDC Fall River P.S.), 417 Rock Street, Fall River, MA 02720 ($7.50 plus 10% shipping/handling).
LANGUAGE- Portuguese
EDRS Price - MF01 Plus Postage. PC-Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bilingual Education; *Computation; Elementary Education; *Elementary School Mathematics; Geometric Concepts; *Grade 3; Mathematics Curriculum; Mathematics Instruction; Measurement; *Number Concepts; *Textbooks

This mathematics textbook, written in Portuguese, is the third book of a Mathematics Program in Portuguese. It is designed for third graders. It closely follows the objectives and methodology of the major curricula used throughout the schools in the United States. The 11 chapters deal with: numeration (0-999,999); addition with and without regrouping; subtraction with and without borrowing; commutative and associative properties, length, time, weight, capacity and temperature measurements; money; geometric figures, perimeter and graphs; fractions; multiplication, and division and word problems. For each chapter there are objectives, an introduction, activities, sample exercises, practice exercises, a review, and an evaluation. (RH)

ED 302 436　　　　　　　　　　　SE 050 302

D'Alu, Maria Jose Miranda de Sousa
Matematica 3. Manual.
Fall River Public Schools, MA. Portuguese Materials Development Project.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89857-281-9
PUB DATE- 85
NOTE- 98p.; Gray shaded areas may not reproduce well. For student book see SE 050 301).
AVAILABLE FROM- National Dissemination Center (NDC Fall River P.S.), 417 Rock Street, Fall River, MA 02720 ($9.50 plus 10% shipping/handling).
LANGUAGE- Portuguese
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Answer Keys; *Bilingual Education; *Computation; Elementary Education; *Elementary School Mathematics; Geometric Concepts; *Grade 3; Mathematics Curriculum; Mathematics Instruction; *Number Concepts; *Teaching Guides

This teachers manual accompanies a mathematics textbook, written in Portuguese, for third graders. It closely follows the objectives and methodology of the major curricula used throughout the schools in the United States. The 11 chapters deal with: numeration (0-999,999); addition with and without regrouping; subtraction with and without borrowing; commutative and associative properties; length, time, weight, capacity, and temperature measurements; money; geometric figures; perimeter and graphs; fractions; multiplication; division; and word problems. For each chapter the guide contains a discussion of objectives, an introduction, vocabulary, activities, an evaluation, a review, and answers to problems in the textbook. (RH)

ED 302 437   SE 050 308

Whimbey, Arthur; Lochhead, Jack

Problem Solving & Comprehension. Fourth Edition.

REPORT NO.- ISBN-0-89859-785-4
PUB DATE- 86
NOTE- 341p.
AVAILABLE FROM- Lawrence Erlbaum Associates, Inc., Publishers, 365 Broadway, Hillsdale, NJ 07642 ($13.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Books (010)
DESCRIPTORS- Cognitive Development; *Comprehension; Mathematical Applications; Problem Sets; *Problem Solving; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Skill Analysis; Skills; *Word Problems (Mathematics)
IDENTIFIERS- *Problem Solving Assessment; Whimbey Analytical Skills Inventory

This book shows how to increase one's power to analyze and comprehend problems. First, it outlines and illustrates the methods that good problem solvers use in attacking complex ideas. Then it gives some practice in applying these methods to a variety of questions in comprehension and reasoning. Chapters include: (1) "Test Your Mind--See How It Works" (including the Whimbey Analytical Skills Inventory (WASI) test); (2) "Errors in Reasoning" (giving a checklist of the errors); (3) "Problem-Solving Methods"; (4) "Verbal Reasoning Problems" (containing 40 problems with solutions and 43 additional problems); (5) "Six Myths about Reading"; (6) "Analogies" (containing 24 problems); (7) "Writing Relationship Sentences" (containing 33 relationship problems); (8) "How To Form Analogies" (containing 24 analogy problems); (9) "Analysis of Trends and Patterns" (containing 47 problems); (10) "Solving Mathematical Word Problems" (containing 31 problems with solutions and 65 additional problems); and (11) "The Post-Wasi Test." Appendices provide an answer key to the problems and conversion tables for computing an IQ score from the WASI score. (YP)

ED 302 438 SO 019 368

Glasrud, Clarence A., Ed.
The Quiet Heritage = L'Heritage Tranquille. Proceedings from a Conference on the Contributions of the French to the Upper Midwest (Minneapolis, Minnesota, November 9, 1985).
Concordia Coll., Moorhead, Minn.
PUB DATE- 87
NOTE- 171p.; Drawings, photographs, and colored reproductions of paintings will not reproduce well.
AVAILABLE FROM- Cobber Bookstore, Concordia College, Moorhead, MN 56560 ($9.50).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Historical Materials (060)
DESCRIPTORS- American Studies; *French; *North American Culture; North Americans; United States History
IDENTIFIERS- French Canadians; *French Culture; French People; *Heritage; United States (Upper Midwest)

This book, containing the papers presented at a conference concerning the French contributions to the Upper Midwest region of the United States, includes: (1) "Contact and Consequence: An Introduction to Over 300 Years of French Presence in the Northwest" (V. Benoit); (2) "The French Voyageur and the Fur Trade" (J. T. Rivard); (3) "The Assimilation and Acculturation of French Canadians" (E. E. Gagne); (4) "History of Our Lady of Lourdes Church" (A. W. Moss); (5) "The Enhanced Economic Position of Women in French Colonial Illinois" (W. Briggs); (6) "Silkville: Fourierism on the Kansas Prairies" (L. D. Harris); (7) "The Structures of Everyday Life in a French Utopian Settlement in Iowa: The Case of the Icarians of Adams County, 1853-1898" (A. Prevos); (8) "France and America: A Minnesota Artist's Experience" (R. N. Coen); (9) "The Mute Heritage: Perspective on the French of America" (A. Renaud); (10) "French Presence in the Red River Valley, Part I: A History of the Metis to 1870" (V. Benoit); (11) "The Michif Language" (J. Crawford); (12) "A Brief History of the Turtle Mountain Band of Chippewa Indians" (D. de Montigny); (13) "Finding Your French-Canadian Roots: A Brief Guide" (W. Pope); and (14) "Les Voyageurs: A French Language Village Experience" (C. Schulze). A paper, "The 60th Anniversary of the Trans-Atlantic Flight of Charles A. Lindbergh" (J. A. Schiff), is also included because of Lindbergh's Minnesota roots and the role the U.S. and France played in his historic flight. Photographs, drawings, and maps are provided. (JHP)

ED 302 439 SO 019 412

Stevis, Dimitris
The Content of International Law Courses in Departments of Political Science: Some Comments. Revised .
PUB DATE- 2 Apr 88
NOTE- 16p.; Paper presented at Annual Meeting of the International Studies Association (29th, St. Louis, MO, March 29-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Course Content; Higher Education; Instruction; *International Law; Justice; Legal Education (Professions); *Political Science

This paper discusses international law's nature and role and suggests that it can be studied from a number of different perspectives. The major topics include: (1) internationally relevant domestic law; (2) the relationship of law to justice; (3) international law's status and legitimacy; (4) the rights of governments, corporations, and individuals; (5) the formation of international law and internationally relevant domestic law; (6) the use of international law; (7) the teaching and course content of international law; (8) the differences in teaching about public and private law; and (9) the roles of political regimes and institutions in international law's evolution. It is emphasized that political science students should clearly understand the difference that exists between accepted law and its efficacy, on one hand, and the location and formation of law in the larger whole on the other, and that both subjects should be taught in law schools. (JHP)

ED 302 440 SO 019 433

Rea, Patrick S.
The Realm of Physical Geography.
PUB DATE- 88
NOTE- 228p.; Typescript is poor quality throughout.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)
DESCRIPTORS- *Geographic Concepts; Geography Instruction; Instructional Materials; Learning Activities; *Physical Geography; Secondary Education; Social Studies; Teacher Developed Materials

This secondary education student geography book contains chapters on climate, landforms, oceans, world vegetation, water resources, and population. Each chapter provides an introduction that describes the unit's topics, descriptive and instructional materials, learning activities, and questions. A glossary of geography-related terms and an eight-item bibliography are included, along with maps, charts, and drawings. (JHP)

ED 302 441 SO 019 458

Bicentennial of the United States Constitution: A Resource Guide. Supplement I, 1988. Ratification of the Constitution.

Office of the Special Assistant for the Bicentennial of the United States Constitution (Army), Washington, DC.

PUB DATE- 88

NOTE- 131p.; For the main document, see ED 299 182.
AVAILABLE FROM- HQDA, OSA, SABC Resource Center, Room 3E524, The Pentagon, Washington, DC 20310-0107.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Historical Materials (060)
DESCRIPTORS- Community Education; *Constitutional History; Instructional Materials; Learning Activities; Lesson Plans; Resource Materials; Resource Units; Secondary Education; Social Studies; Teaching Guides; *United States History; Units of Study
IDENTIFIERS- Bicentennial; Commemorative Publications; Constitutional Processes; *Constitutional Ratification; *United States Constitution

This supplement to the "Bicentennial of the Constitution" highlights the process of the U.S. Constitution's ratification. Chapter 1 provides a chronology of national ratification history dates, a list of state ratification dates, and a list of the individual states' bicentennial ratification commemoration dates. Chapter 2 describes ratification history, while chapter 3 compares roles of the Federalists and Anti-Federalists. Chapter 4 provides three ratification lesson plans and teaching guides. A guide to the "Federalist Papers" appears in chapter 5, selected quotations about the U.S. Constitution's ratification are included in chapter 6, and learning and commemorative activities are provided in chapters 7 and 8. Chapter 9 describes bicentennial-related resource materials and commemorative items, and chapter 10 features a 1988 monthly calendar of historical ratification events. Charts and drawings are included. (JHP)

ED 302 442 SO 019 464

Townsend, Kenneth; Webb, Patrick
The Economic, Legal, and Political Systems in Action, #4006. Ninth Grade, Required Semester, Social Studies Curriculum.
Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
PUB DATE- Aug 83
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Curriculum Guides; *Economics; Government (Administrative Body); *Government Role; *Grade 9; Integrated Activities; *Interdisciplinary Approach; Junior High Schools; *Law Related Education; Resource Units; *Social Studies; Unified Studies Curriculum; Units of Study
IDENTIFIERS- *Legal Structures

This course is designed to provide ninth grade students with a basic understanding of the U.S. political, legal, and economic systems and includes the purpose of government, the need for law within society, the framework of the U.S. legal system, the processes used by the U.S. government and citizens to accomplish goals, and the roles of individuals within these systems. The curriculum guide is divided into two sections that feature: (1) the political and legal systems; and (2) the economic system. A topical outline, suggested textbooks, stated objectives with related learning activities and textbook references, and the content scope and competency goals are provided for each section. A chart is included that presents information about the economics portion of the course in terms of unit name, goal, outline, and objectives. (JHP)

ED 302 443 SO 019 465

Aldridge, Ron; Townsend, Kenneth
Hitler and the Holocaust. Senior High School U.S. History, World History, English.
Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
PUB DATE- 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- *Anti Semitism; *Course Content; Curriculum Guides; English Instruction; Ethnic Bias; Ethnic Discrimination; Foreign Countries; High Schools; Instructional Materials; *Jews; *Nazism; Resource Units; Social Studies; United States History; Units of Study; *World History
IDENTIFIERS- Germany; *Hitler (Adolf); *Holocaust

This curriculum outline, designed for use in U.S. history, world history, or English courses, presents information about Adolf Hitler and the Holocaust. Part 1 provides a rationale for teaching about this subject, while part 2 presents an outline of historical information from 1887 to 1934 concerning Hitler's life and the rise of the Nazi Party. Part 3 outlines the Holocaust in terms of: (1) the roots of European anti-Semitism; (2) the persecution of Jews from 1933-1938 through use of the established legal system; (3) the intensification of Jewish persecution from 1938 to 1940 by legal and extra-legal means; and (4) the physical destruction of European Jews from 1941 to 1945. Part 4 contains a 20-item partially annotated bibliography. (JHP)

ED 302 444 SO 019 466

Townsend, Kenneth

North Carolina: The History of an American State #4004. Eighth Grade, Required Year Course, Social Studies Curriculum.

Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
PUB DATE- Aug 83
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Course Content; Curriculum Guides; *Grade 8; Junior High Schools; Learning Activities; Resource Units; *Social Studies; *State History; Units of Study
IDENTIFIERS- *Heritage Education; *North Carolina

This curriculum guide presents a course description for teaching North Carolina state history and heritage to eighth grade students. A general topical outline, a list of resource materials, and 10 learning objectives are provided. Specific course topics, suggested class activities, and references to designated pages within the selected resource materials are included under each objective. A section entitled "Scope and Competency Goals" lists specific learning and achievement goals for each of the major areas of study. (JHP)

ED 302 445 SO 019 467

Townsend, Kenneth

The Third World: Problems and Prospects, #4003. Seventh Grade, Elective Semester, Social Studies Curriculum.

Charlotte-Mecklenburg Public Schools, Charlotte, N.C.

PUB DATE- Aug 83
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Curriculum Development; Curriculum Guides; *Developing Nations; Foreign Countries; *Futures (of Society); Grade 7; Junior High Schools; Learning Activities; Resource Units; *Social Studies; Units of Study; *World Problems
IDENTIFIERS- *Latin America

Focusing on Latin America's culture and historical development, this seventh grade social studies curriculum guide provides teaching methods for presenting this topic in the classroom and lists resource materials including three textbooks. A topical outline suggests that the course emphasize: (1) Latin America's physical environment; (2) the variety of people; (3) the general population's lifestyle; (4) economic affairs; (5) historical patterns; (6) the Caribbean region and Central and South American problems and future challenges; and (7) 13 class activities that can be applied to the study of specific Latin American countries. Six learning objectives, that focus on Latin America as a region, are included. (JHP)

ED 302 446 SO 019 469

Bouvier, Leon
Will There Be Enough Americans?
Center for Immigration Studies, Washington, DC.
PUB DATE- Jul 87
NOTE- 8p.
AVAILABLE FROM- Center for Immigration Studies, 1775 T St. NW, Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Birth Rate; *Immigrants; *Migration; *Mortality Rate;

Place of Residence; Population Distribution; Population Growth; Population Trends; Residential Patterns; Undocumented Immigrants

This paper considers U.S. immigration in terms of this country's fertility, mortality, and migration rates and patterns. Statistics and estimates are provided for both legal and illegal immigrants, and the positive and negative effects of population growth and decline are explored. The paper concludes that rising immigration rates will help balance low U.S. fertility rates but that an increase in immigration may also lead to overpopulation problems in the next 100 years. Immigration policies, based on considerations of future U.S. social and economic needs and requirements, should be established. (JHP)

ED 302 447 SO 019 472

Norwood, Janet L.
Competition and Competence: Employment Trends for the 1990's.
PUB DATE- 15 May 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Forum on Education and International Competence (St. Louis, MO, May 13-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Economics; Educational Needs; Employment Opportunities; *Employment Projections; Global Approach; *Labor Force; Labor Market; Labor Needs

Foreign trade has become an increasingly important factor affecting employment in the United States, and competent workers must be educated to promote the U.S. position in the international economy. Concern is expressed about recent growth in the service industries, because it is believed that service industries have lower levels of productivity and slower productivity growth than goods producing industries. The U.S. Department of Labor's analysis of employment trends and worker supply projections stresses that future workers with college degrees will have a stronger competitive position in the service industries, while job opportunities for high school dropouts will be limited in quality and quantity. The worker supply is also changing, as workers from the baby boom and baby bust generations change the age structure of the work force, and an increase of Blacks, Hispanics, and women change the characteristics of the labor pool. As the U.S. job market shifts from blue collar to predominately white collar occupations that require special skills and extensive training, the educational system will have to be improved so that future workers will have the necessary basic skills and the knowledge to participate in a global economy. (DJC)

ED 302 448 SO 019 473

Townsend, Kenneth; Webb, Patrick
Youth and the Law, #4012. Ninth Grade, Elective Semester, Social Studies Curriculum.
Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
PUB DATE- Aug 83
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Constitutional Law; Course Content; Criminal Law; *Curriculum Development; Curriculum Guides; Grade 9; Junior High Schools; *Law Related Education; Lesson Plans; *Social Studies; Units of Study; *Youth
IDENTIFIERS- Civil Law

The goal of this ninth grade elective social studies course is to acquaint students with the U.S. criminal and civil legal systems. This curriculum guide presents the course content in outline form according to the general topics of: (1) the history of U.S. law; (2) Constitutional law; and (3) civil law. Two suggested textbooks are listed, and course objectives are included for each general topic. Fifteen specific lessons are provided, along with suggested discussion topics and individual or class activities. References to selected textbook pages are provided for each lesson. (JHP)

ED 302 449 SO 019 499

Ogundare, Samuel Folorunso

Qualitative Manpower and Material Requirements for the Implementation of Social Studies Education in Nigeria.

PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; Elementary Secondary Education; Foreign Countries; Higher Education; *Instructional Materials; Preservice Teacher Education; *Social Studies; *Teacher Characteristics; Teacher Education Programs; *Teacher Effectiveness; Teacher Qualifications; Teaching Experience
IDENTIFIERS- *Nigeria

This paper discusses the manpower and materials that are required for the successful implementation of social studies courses into Nigerian elementary and secondary schools. It also reports on the effects of teacher characteristics on teacher performance and the influences of various instructional materials on teacher and student performance. A research study of the Grade Two Teachers College Social Studies Program at Oyo State College (Ilesa, Nigeria) indicated that previous exposure to social studies course content and teaching methods were related to good teacher performance. Good performance levels were found to be dependent upon the use of a standard textbook, while high student performance was associated with good teacher performance in utilizing problems-approach strategies. Only a few Nigerian colleges and universities offer bachelor degree programs in social studies. This paper concludes that: (1) all Nigerian higher education institutions should offer this degree level of social studies teacher education; (2) workshops should be offered for new social studies teachers; and (4) Nigerian social studies textbooks should be revised and updated. Twelve references and three tables are included. (Author/JHP)

ED 302 450 SO 019 517

Kennedy, Kathleen Ann

The Language of Multicultural Education: Breaking Down the Cognitive Structures of Ethnocentrism.

PUB DATE- Apr 88

NOTE- 39p.; Exit Project, Indiana University at South Bend. For related document, see SO 019 518.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Annotated Bibliographies; Cross Cultural Training; *Educational Objectives; Global Approach; *Government School Relationship; Higher Education; *Intercultural Programs; Literature Reviews; Minority Groups; *Multicultural Education; Preservice Teacher Education

The differences between classroom and government goals for education in the 1970s and the 1980s severely challenge the implementation of multicultural education programs. Such programs have the potential to create cultural literacy among teachers, students, and the community, while they help create better learning and understanding among diverse ethnic, racial, social, and religious groups. This document provides 36 annotations of articles and unpublished papers about multicultural education, teacher preservice training, student-related multicultural studies, curriculum related issues, administrative and political issues in multicultural education, and anthropological related issues of ethnocentrism, cross cultural comparisons and understandings, and cultural awareness. The following conclusions are reached from these articles and papers: (1) educational goals for the 1970s and the 1980s were contradictory; (2) adjustments and implementations of multicultural education programs took longer than anticipated; (3) inadequately funded programs mean that teachers will not be prepared to meet the challenge of the multicultural classroom; and (4) homogeneity within the United States cannot be achieved without government funding for these programs. A glossary is included. (DJC)

ED 302 451 SO 019 518

Merrick, Rose Marie
Multicultural Education: A Step Toward Pluralism.
PUB DATE- Apr 88
NOTE- 36p.; For related document, see SO 019 517.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Classroom Techniques; College Curriculum; *Cross Cultural Training; Elementary Secondary Education; Global Approach; Higher Education; *Intercultural Programs; Literature Reviews; *Multicultural Education; Preservice Teacher Education; Textbook Bias

Multicultural education is designed to increase cultural awareness and decrease ethnocentrism. This paper contains 31 article annotations that examine multicultural education through: (1) the current status of programs at the national and state levels, along with teachers' attitudes and professional practices; (2) college and university courses designed to enhance cross cultural awareness and tolerance and their impact on preservice teachers; and (3) actual elementary and secondary classroom experiences. From the analysis of the articles, the following conclusions were reached: (1) although educators favor multicultural education, the programs receive little attention for implementation; (2) multicultural training received by preservice teachers is not always transferred into their classroom; and (3) the effort to remove racial bias from textbooks has been successful. The recommendations include providing materials and training for teachers, promoting positive attitudes among ethnic groups, requiring college students to take more courses that enhance cultural awareness, and examining student materials for racial or ethnic bias. A glossary is included. (DJC)

ED 302 452 SO 019 519

Tohidi, Nayereh E.; And Others
Gender Differences in Performance on Tests of Cognitive Functioning: A Meta-Analysis of Research Findings.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 86
NOTE- 60p.; Paper based on a doctoral dissertation, University of Illinois.
GRANT- NSF-RISE-80-07857
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Cognitive Measurement; College Students; Elementary School Students; Literature Reviews; Meta Analysis; Regression (Statistics); Secondary School Students; *Sex Differences; Social Science Research; *Statistical Surveys

An analysis of the findings in 70 U.S. and foreign studies that compare male and female students' performance on tests of cognitive functioning was conducted. The studies were reported in various science and psychology journals between 1965 and 1981. Overall, the results showed small but consistent gender differences, with males scoring slightly higher than females in cognitive domains involving conservation, spatial visualization, cognitive style, reasoning, and logical thinking; females performed slightly better than males on specific tasks involving classification and seriation. Analysis of variance and regression analyses revealed that the following variables had significant effects on the magnitude of gender differences: (1) cognitive domain; (2) response mode; (3) region of country; (4) sample selection; (5) type of community; (6) and year of publication. A general reference list of 85 items as well as tables and graphs are included. The appendices contain a list of 70 synthesized studies and a breakdown of the studies by cognitive domains. (DJC)

ED 302 453 SO 019 520

Constitution Week: An American Legacy. September 17-23, Commencing with Citizenship Day, September 17.

Commission on the Bicentennial of the United States Constitution, Washington, DC.

PUB DATE- 87
NOTE- 46p.; Color photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Activities; Community Education; *Constitutional History; Elementary Secondary Education; Federal Government; Social Studies; United States History
IDENTIFIERS- Bicentennial; Ceremonies; Citizenship Day; Commemorative Events; Commemorative Publications; *Constitution Week; *United States Constitution

The purpose of this United States Constitution Bicentennial celebration booklet is to provide ideas and suggestions for Citizenship Day and Constitution Week commemorative activities. Part 1 describes the meaning and history of these commemorative events, and part 2 discusses the history of the ratification of the U.S. Constitution and the establishment of the U.S. Federal Government. Part 3 provides selected procedures for planning a Constitution Week celebration, while part 4 suggests ways to organize a public ceremony. Parts 5 and 6 illustrate community bell-ringing and naturalization ceremonies. Suggestions for the effective use of the media are offered in part 7, while parts 8-12 describe selected topics and activities for use in community, workplace, or classroom environments. The Commission on the Bicentennial of the Constitution's long-range plans are described in part 13. Parts 14 and 15 provide lists of Commission resource materials, officially licensed products, and state and local organizations that offer assistance in planning Citizenship Day and Constitution Week activities. A Bicentennial celebration calendar of events is included. (JHP)

ED 302 454 SO 019 522

Vos, Valerie

Frigates.

PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Schools; Learning Activities; *Objective Tests; Social Studies; *United States History; Units of Study
IDENTIFIERS- *Frigates; Naval History; Shipbuilding; *USS Constitution; War of 1812

The USS Constitution, one of the original three frigates in the U.S. Navy, celebrated its 190th anniversary in 1987. To commemorate this event and to study the naval history of frigates, five exercises were created that detail the history and focus on the USS Constitution. The exercises begin with a fill-in-the-blank test that teaches students about the planning of the original U.S. frigates in the 1790s, while the second test is multiple choice and traces the history of frigates from 1652 to 1800. The USS Constitution, the USS Constellation, and the USS United States are the answers to the matching test in part 3. In part 4, the War of 1812 is the focus, and the naval battles are captured in a narrative with questions following. The USS Constitution is memorialized in Oliver Wendell Holmes' poem "Old Ironsides," and part 5 involves reading the poem and writing an essay on the fate of this frigate. Answers to the tests in parts 1-4 are provided. (DJC).

ED 302 455 SO 019 523

Perrone, Charles
Teaching Social Class Analysis: A Classroom-Based Library Exercise.

PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Higher Education; Hypothesis Testing; Library Materials; Lower Class; Newspapers; Reference Materials; *Research Methodology; Research Tools; Social Background; *Social Class; *Social Indicators; *Theories; Upper Class
IDENTIFIERS- *New York Times

The purpose of this exercise is to introduce college students to basic research methodology and concepts for social class in the United States and to the useful library sources and techniques to aid in the research. The underlying theory is that social classes do exist in the United States, and students can validate this theory through characteristics and behaviors found in wedding announcements. Assuming that U.S. society contains only two classes, the upper-class and the lower-class, wedding announcements reveal that a more detailed description of the bride, groom, and their immediate and extended families is reserved for those people of the upper-class. Social indicators (behavior and characteristics) include residency, education, employment, and family history which can be verified by various library reference sources. The exercise contains five hypotheses based on the social indicators and lists the corresponding library sources both of which should be provided to students. Tools required for this exercise are the society pages from "The New York Times," a local newspaper, and the score sheet provided within this lesson. Copies of sample wedding announcements and a glossary are included. (DJC)

ED 302 456 SO 019 524

Walch, Timothy G., Ed.
Celebrating the Constitution: A Bicentennial Retrospective.
National Archives and Records Service (GSA), Washington, D.C.
REPORT NO.- ISBN-0-911333-71-1
PUB DATE- 88
NOTE- 86p.; Some color photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060)
DESCRIPTORS- *Constitutional History; Federal Government; History Instruction; Resource Materials; *United States History
IDENTIFIERS- *Bicentennial; Commemorative Events; Commemorative Publications; Historical Materials; *United States Constitution

This commemorative document was published to celebrate the Bicentennial of the signing of the U.S. Constitution and to pay tribute to the bicentennial celebration efforts of the U.S. National Archives and Records Administration staff. The included articles are: (1) "Introduction: A Celebration at the National Archives" (F. Burke); (2) "The Odyssey of the Constitution" (A. Plotnik); (3) "Constitutional Celluloid: Bicentennial Films" (W. Blakefield); (4) "Portfolio: Personalities Share in the Celebration"; (5) "Exhibiting Constitutional Documents" (E. Soapes); (6) "Celebrating a Special Anniversary" (W. Cook); (7) "Teaching and the Constitution" (J. Mueller); (8) "A Commemoration in Print" (M. Ryan); and (9) "Sharing Constitutional Ideas" (R. Pollock). Numerous color and black/white photographs are included. (JHP)

ED 302 457 SO 019 527

Scanlon, Thomas M.
Thomas Paine: An Englishman Who Became an American Patriot.
PUB DATE- 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Biographies; *Democratic Values; *Opinion Papers; *Political Influences; Revolutionary War (United States); United States History
IDENTIFIERS- Continental Congress; French Revolution; *Paine (Thomas); *Political Rhetoric

The life of Thomas Paine had been one of constant failure and misfortune until he arrived in Philadelphia (Pennsylvania) where he rose to fame as the politically astute author of "Common Sense." Published in January 1776, "Common Sense" called for the colonies' independence from England and was written in the simple, unrestrained, and frank language which characterized Paine's writing style and appeal and made it comprehensible to the average citizen. He continued to produce essays throughout the War whenever pessimism seemed pervasive and morale was low. These essays became known as the "Crisis Papers." After the Revolutionary War, Paine turned to engineering and designed an iron bridge. He carried his plans to France and was soon caught up in the French Revolution. Written during the French revolution, his next two books, "Rights of Man" and "Kingship," which became "Rights of Man No. II," attacked monarcharies, the aristocracy, and organized religion, while the second book also proposed a welfare system for the poor. Paine later drifted into obscurity and died alone in 1809. (DJC)

ED 302 458 SO 019 532

Sullivan, Lisa M.; Bueler, Sandra M.
A Unit about Women: "Write Women Back into History."
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Feb 88
NOTE- 176p.; Prepared at Kalles Junior High School Puyallup, Washington. Some pictures may not reproduce clearly.

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; Citations (References); *Class Activities; Community Involvement; Ethnic Groups; *Females; Grade 8; Junior High Schools; Oral History; Resource Units; State Curriculum Guides; *United States History; *Womens Studies
IDENTIFIERS- *National Womens History Week; *Washington

Designed to help teachers plan activities for National Women's History Week, this eighth grade curriculum guide on U.S. women in history contains classroom activities, daily announcement suggestions, information about how to conduct an oral history project, short biographies of notable women, and suggested community and school activities. The classroom activities focus around prominent and minority women; deal with sexual bias and discrimination; and include suggestions for reports, essays, library research projects, and puzzles and quizzes which are reproduced within the guide. Notable women in the disciplines of language arts, mathematics, science, fine arts, athletics, and education, and women whose philosophies have been historically important are the focus of the short biographies. Suggested form letters that can be adapted and sent to community resource women, school superintendents, principals, and history departments are provided. The guide also contains a textbook analysis checklist and a 15-page bibliography on women in general and U.S. Asian, Pacific, Black, Hispanic, Native American, and Alaskan women. The appendices contain three "Facts on U.S. Working Women" published in 1985 by the U.S. Department of Labor's Women's Bureau. (DJC)

ED 302 459 SO 019 533

LaRue, Robert D., Jr., Ed.
Science/Technology/Society: Model Lessons for Secondary Social Studies Classes.
Social Science Education Consortium, Inc., Boulder, Colo.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-89994-315-2
PUB DATE- 88
NOTE- 211p.; For related document, see ED 288 783, SO 019 547, and SO 019 667.
GRANT- NSF-847-0585
AVAILABLE FROM- SSEC Publications, 855 Broadway, Boulder, CO 80302.

LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Instructional Materials; Resource Units; *Science and Society; Secondary Education; *Social Studies
IDENTIFIERS- Science Technology Society Courses

This volume contains 36 lessons designed to be used in secondary social studies classes to introduce the science/technology/society (STS) themes and issues. While the first 11 lessons focus on general STS themes, the other 25 lessons cover specific STS issues that fall under such categories as population growth, water resources, world hunger, food resources, air quality, war technology, energy shortages, land use, human health, disease, hazardous substances, plant and animal extinction, nuclear reactors, and mineral resources as well as scientific ethics and scientific inquiry. Except for the first three lessons, all the lessons contain: (1) an introduction that provides a brief overview of the content and the teaching strategies used; (2) objectives for student learning; (3) subject and grade level recommendations; (4) time allotment; (5) required materials and preparation; (6) step-by-step procedures; (7) suggestions for evaluation; (8) ideas for extension and enrichment; and (9) additional resources to enhance learning. The class activities vary from short, easy to use lessons requiring little preparation to others that require more time and are more effective as introductions to STS units. A variety of teaching strategies are employed that include case studies, role playing, debates, discussion groups, decision making, simulations, small group work, and data analysis. Three planning matrices are included to help with the use of the lessons. (DJC)

ED 302 460 SO 019 540

Social Studies 10 and Social Studies 13: Interim Program of Studies. Senior High School Social Studies.

Alberta Dept. of Education, Edmonton. Curriculum Design Branch.

PUB DATE- 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship; *Course Content; Course Descriptions;

Course Objectives; Curriculum Guides; Foreign Countries; *High Schools; Resource Units; *Social Studies; Units of Study
IDENTIFIERS- Alberta; *Canada; *Canadian Studies; Twentieth Century

Developed for senior high school social studies classes, this Alberta (Canada) curriculum guide provides: (1) a social studies program rationale and philosophy; (2) social studies education's goals and objectives; (3) a general statement of the content and time allotment of required and elective social studies courses; and (4) evaluation guidelines. The theme of this social studies curriculum, "Canada in the Modern World," is presented through two units of study developed for both the Social Studies 10 and 13 levels: challenges for Canada in the 20th century, and citizenship in Canada. Each of the four units contains: (1) a description; (2) critical and creative thinking goals; (3) a list of issues and questions; (4) course content objectives; (5) a chart of specific learning objectives; (6) a list of skill objectives; and (7) a statement of student attitude objectives. (JHP)

ED 302 461 SO 019 541

Grade 3 Achievement Test: Social Studies.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 88
NOTE- 44p.; For related grade 6 tests, see ED 267 074-075 and ED 274 593.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Characteristics; Foreign Countries; Grade 3; *Local History; Multiple Choice Tests; Primary Education; *Social Studies
IDENTIFIERS- *Alberta; *Canadian Achievement Tests

This social studies achievement test for grade 3 contains 50 multiple choice questions in 3 parts. Part 1 covers communities in Canada today, while part 3 focuses on knowledge about special communities in Alberta (Canada). Part 2 covers the lifestyles of the early settlers. The questions require knowledge of map reading, manufacturing, food production, rural and urban communities, lifestyles, and local ethnic groups. (DJC)

ED 302 462   SO 019 544

Searle, Barbara W.; And Others
Improving the Quality of Textbooks in China. World Bank Discussion Papers 30.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-1081-1
PUB DATE- 88
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; *Improvement Programs; Operating Expenses; Resource Allocation; *Textbook Publication; *Textbooks
IDENTIFIERS- *China; Evaluation Reports

The primary, secondary, and higher education textbooks used in China today date from the late 1970s which makes them inadequate for the current stress on science and technology in education. While 70 percent of the higher education textbooks are mimeographed, unedited manuscripts, the majority of published books are printed on newsprint quality paper with small pages, narrow margins, and poor illustrations and line drawings, and the pages are too crowded with print. This evaluation report discusses and offers recommendations for: (1) the financial management of textbook production and sales; (2) the implementation of upgrading the textbooks; (3) the educational effectiveness of textbooks; (4) textbook distribution; and (5) the projected work force needed for the publication process. Appendix 1 contains charts and tables of educational government agencies, publishing houses, and publishers involved with the production, while appendices 2 and 3 contain data tables of education statistics and the estimated cost for publication. Appendix 4 is a glossary of printing terms, and appendix 5 contains an eight-item annotated bibliography. Tables are included. (DJC)

ED 302 463 SO 019 546

Tokarczyk, Michelle M.
Working Class Women as Teachers.

PUB DATE- 25 Jun 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Colleges; Equal Opportunities (Jobs); *Females; Graduate Students; Higher Education; *Nontenured Faculty; Personal Narratives; Publish or Perish Issue; Social Discrimination; *Social Influences; *Teacher Student Relationship; Universities; Whites; Womens Studies; *Working Class

While numerous surveys have shown that women academics are being hired in increasing numbers, white women from working class backgrounds are disadvantaged in obtaining tenure track university positions, because they have degrees from less prestigious universities, and their backgrounds have not prepared them for the publish or perish atmosphere of academia. The socialization of working class women encourages their nurturing instinct, and this instinct promotes: (1) accepting heavy advising schedules; (2) involvement in university services and professional issues; (3) becoming attuned to female undergraduate needs; and (4) becoming role models. These women often accept heavier teaching loads as graduate students because of the extra income it provides and their own values toward teaching. These activities can fill up the time needed to do research and prepare articles for publication which plays an important role in the academic position review and the tenure review process. As a result, working class women remain relegated to instructorships and adjunct faculty positions. As feminists, the women bring a different perspective into the classroom because of their own sensitivity as outsiders. Some solutions to this problem of social class discrimination include sharpening awareness of women's diverse backgrounds, breaking down academic hierarchies, phasing out temporary positions, and replacing them with permanent appointments. (DJC)

ED 302 464 SO 019 547

Pearson, Janice V., Ed.
Science/Technology/Society: Model Lessons for Secondary Science Classes.
Social Science Education Consortium, Inc., Boulder, Colo.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-89994-316-1
PUB DATE- 88

NOTE- 204p.; For related document, see ED 288 783, SO 019 533, and SO 019 667.
GRANT- NSF-847-0585
AVAILABLE FROM- SSEC Publications, 855 Broadway, Boulder, CO 80302.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Instructional Materials; Resource Units; Science Activities; *Science and Society; *Science Instruction; *Science Materials; Secondary Education
IDENTIFIERS- *Science Technology Society Courses

This volume contains 35 lessons designed to be used in secondary science classes to introduce the science/technology/society (STS) themes and issues. While the first 11 lessons focus on general STS themes, the other 24 lessons cover specific STS issues that fall under such categories as population growth, water resources, world hunger, food resources, air quality, war technology, energy shortages, land use, human health, disease, hazardous substances, plant and animal extinction, nuclear reactors, and mineral resources as well as scientific ethics and scientific inquiry. Except for the first three, all the lessons contain: (1) an introduction that provides a brief overview of the content and the teaching strategies used; (2) objectives for student learning; (3) subject and grade level recommendations; (4) time allotment; (5) materials needed and preparation; (6) step-by-step procedures; (7) suggestions for evaluation; (8) ideas for extension and enrichment; and (9) additional resources to enhance learning. The class activities vary from short, and easy to use lessons requiring little preparation to others that require more time and are more effective as introductions to STS units. A variety of teaching strategies are employed that include case studies, role playing, debates, discussion groups, decision making, simulations, small group work, and data analysis. To help use the lessons, three planning matrices are included. (DJC)

ED 302 465 SO 019 548

Tonkin, Humphrey
Positioning Global Education for the 1990s: Higher Education Strategies. Remarks to the Sub-Plenary Session.
PUB DATE- 16 May 88
NOTE- 6p.; Paper presented at the Annual Meeting of the American Forum on Education and International Competence (St. Louis, MO, May 13-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; College Second Language Programs; Curriculum Development; Educational Improvement; Foreign Countries; *Global Approach; Higher Education; *International Education; *Second Language Instruction; *Travel
IDENTIFIERS- *Internationalism; *Personal Experiences

One of the obstacles to the internationalization of college curriculums is the nature of faculty training. In recent years there has been a decline in second language requirements for the doctoral degree, and, as a result, college faculties become increasingly anglophone in their research. But there is a considerable pool of international experience among the faculties at larger universities that is not being used in the classroom to promote internationalism. These faculty members are classified as: (1) the "missionary" who does consulting abroad but knows no foreign languages; (2) the "converted" for foreign-born faculty member who does not bring the earlier foreign experience into the classroom; (3) the "plunderer" who does research abroad but publishes only in U.S. journals; and (4) the "bon-vivant" who travels abroad for pleasure. To encourage faculties to share their experiences, universities must promote revision of the curriculum to incorporate this experience and increase released time for faculty development, sabbaticals, and travel funds. Foreign language knowledge can provide students and scholars with a better understanding of world perspectives, and second language instruction should be encouraged. (DJC)

ED 302 466 SO 019 549

Clarke, John A.; Dart, Barry C.
Gender Research in Classrooms: Scientific or Political?

PUB DATE- Dec 87
NOTE- 18p.; Paper presented at the combined Meeting of the Australian Association for Research in Education and New Zealand Association for Research in Education (1st, Christchurch, New Zealand, December, 1987). For related document, see EJ 368 336.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavioral Science Research; *Classroom Research; *Educational Policy; Foreign Countries; Science Instruction; Secondary Education; Secondary School Students; *Sex Differences; *Teacher Student Relationship; *Verbal Communication
IDENTIFIERS- *Australia; Australia (Brisbane)

This paper examines selected Australian studies and studies produced in other countries on gender research of classroom interaction between students and their teachers. The results, deficiencies in methodology, selective reporting of data, and the policies based on the research are highlighted. To substantiate a request for more complex and scientifically-based research, rather than the relatively simplistic but politically-appealing sex difference approach, an analysis of verbal interactions involving 113 students in 24 science classes for year 8 in Brisbane, Australia was conducted. The interactive categories for teachers included organization, behavior, and task; initiation and response were used for students. Superficial analysis of the data included a bias in favor of male students, but a detailed analysis indicated that the interaction patterns of female students were not significantly different from those of the male students. The differences that did exist can be explained by the activities of particular subgroups of both male and female students. The conclusion was that certain individuals receive more attention, and therefore, both male and female students were being disadvantaged. Tables and a 46-item bibliography are included. (DJC)

ED 302 467 SO 019 551

Social Studies 12: Participation in Government. Tentative Syllabus.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- 88
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Continuing Education; *Course Descriptions; *Course Objectives; Educational Objectives; Grade 12; High Schools; Social Studies; *State Curriculum Guides; *United States Government (Course)

This syllabus is a statement of the goals and objectives of the New York State grade 12 social studies program for the study of the U.S. government. The first section of the syllabus lists goals for elementary, secondary, and continuing education and the overall goals of the grades 7-12 social studies program, while the second section outlines the social studies skills for the grades 7-12 program. The remainder of the syllabus presents the goals and objectives of the course, "Participation in Government," and suggests models for successful presentation of the goals and objectives. These models include: (1) public policy analysis model; (2) office of the citizen model; (3) the political process model; (4) public affairs model; (5) national issues forum model; (6) public policy issues model; (7) community service/internship model; and (8) group investigation model. The appendices contain guidelines for student exemption from the course and students with handicapping conditions. (DJC)

ED 302 468 SO 019 552

We, The People, Choose: 1988. Instructor's Guide.

New York State Education Dept., Albany. Bureau of Curriculum Development.; New York State Education Dept., Albany. Div. of Continuing Education.

PUB DATE- 88
NOTE- 47p.
AVAILABLE FROM- Bureau of Curriculum Development, Room 314 EB, New York State Education Department, Albany, NY 12234.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Education; *Citizenship Education; *Class Activities; *Elections; Political Issues; Presidential Campaigns (United States); Resource Materials; State Curriculum Guides; Vocabulary Development; Voter Registration; *Voting

This New York State teaching activities guide is designed to be used by instructors of adult basic education to encourage students to register to vote, to obtain information about the candidates and issues of the 1988 Presidential election, to make responsible decisions, to cast ballots, and to accept and work with the results of the election. The sections within the guide focus on: (1) election awareness; (2) becoming an informed voter; and (3) the voting process. To promote understanding of political terms and voter responsibility, sections contain various activities including fill-in-the-blank fact sheets, a crossword puzzle, case studies, practice voter registration forms, and issues worksheets. Answer keys are provided for the fact sheets and the crossword puzzle. (DJC)

ED 302 469 SO 019 553

Jones, Alan L.

The Monastic Schools of Burma and Siam during the Colonial Period, 1852-1912.

PUB DATE- 11 Aug 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Basic Skills; *Buddhism; Colonialism; *Educational Change; *Educational History; Elementary Education; Foreign Countries; *Religious Education
IDENTIFIERS- *Burma; Great Britain; Nineteenth Century; *Thailand

Prior to the colonial period, the rudiments of education consisting of religion, basic literacy, and arithmetic had been provided to male children in Burma and Siam through Buddhist monks that lived in local monasteries. Education commenced when the child reached five or six years of age and usually ended at puberty. Formal learning continued for children whose social standing ensured them of a government position. Social and economic mobility for male peasant children occurred occasionally. After the British conquered Burma, various British acts regarding education were implemented that led to the establishment of a public school system to replace the monastic schools, and education was extended to include female children. In contrast to the Burmese educational system, Siam's King Rama V used the monastic schools for advancing his educational reforms. These reforms included a training school for government officials, increased educational instruction at the monastic schools, government supported provincial schools, and teacher training for the monks. (DJC)

ED 302 470 SO 019 554

Teaching Economics in the Mini-Economy.

Indiana State Dept. of Education, Indianapolis.

PUB DATE- Feb 88
NOTE- 105p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Business Education; Basic Vocabulary; *Class Activities; *Consumer Education; *Curriculum Enrichment; *Economics Education; Elementary Education; Resource Materials; Social Studies; State Curriculum Guides
IDENTIFIERS- Market Economy; *Mini Economy

This booklet produced by the State of Indiana introduces elementary teachers to economic concepts appropriate to the elementary curriculum and explains how to use mini-economy activities to teach these concepts. Chapter 1 describes how the mini-economy works, while chapter 2 introduces basic economic vocabulary and discusses market economy. Ideas for mini-economy activities are provided in chapter 3. These activities include student-operated stores, auctions, businesses, and banks. Other suggestions for the mini-economy include providing for investments in real estate, stocks, and commodities. Chapter 3 also includes examples of how to use these economic concepts across the curriculum. The appendices contain: (1) student worksheets and answers; (2) economic education curriculum materials for teaching specific concepts; (3) suggestions for dealing with potential problems to make the mini-economy more effective; and (4) Indiana proficiency guidelines in economics. Photographs and a 26-item annotated bibliography of printed and audiovisual curriculum materials are included. (DJC)

ED 302 471 SO 019 557

Neuber, Manfred, Ed.

Pupils Today: Greater Stress and Frustrations.

Inter Nationes, Bonn (West Germany).
PUB DATE- 88
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Measures; Comparative Analysis; *Elementary School Students; Elementary Secondary Education; Foreign Countries; *Secondary School Students; *Stress Variables; Student Adjustment; Student Alienation; *Student Attitudes; Student Characteristics; Student Problems; Student Reaction; Student School Relationship; Surveys
IDENTIFIERS- *Frustration; *West Germany

This article reports on a survey of West German elementary and secondary school students undertaken to discover their opinions of the West German educational system. Their primary criticism was directed toward: (1) scholastic performance pressure; (2) unrealistic learning objectives; and (3) unsympathetic teachers. Older students were more critical and tended to dislike attending school. Female students appeared to enjoy attending school more, adapted easier, and formed friendships faster than male students did. Early results from similar surveys taken in Sweden, England, and the United States indicated that German students experience less pleasure in school than students from these other countries. West German students perceived education primarily as a means to prepare for future employment and not, as some U.S. students do, for personal enrichment. Level of completed schooling in West Germany continues to be the primary determinant of professional and social opportunities. Poor grades can lead to stress in the form of headaches, vertigo, nervousness, abdominal pain, insomnia, and conflicts with parents. (JHP)

ED 302 472 SO 019 559

Gray, Dennis
Socratic Seminars: Basic Education and Reformation.
Council for Basic Education, Washington, D.C.
PUB DATE- 88
NOTE- 9p.
AVAILABLE FROM- Council for Basic Education, 725 Fifteenth St., NW, Washington, DC 20005 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Creative Teaching; *Educational Change; *Educational Improvement; *Educational Innovation; Elementary Secondary Education; Instructional Design; Instructional Improvement
IDENTIFIERS- *Educational Renewal; *Socratic Method

Proposing that Socratic seminars can lead to true educational reform, this article examines the use of these seminars to enlarge elementary and secondary students' understanding of ideas and to encourage instruction that is not restricted by established syllabi, courses, or examinations. Socratic discussion is lacking in most classrooms but should be combined with subject-related lectures, textbooks, and basic skills learning, such as reading, writing, speaking, listening, and mathematical calculation, for an effective education. The purpose of Socratic seminars is to enlarge students' understanding of ideas, issues, and values through intensive conversation about selected and related topical resource materials. Socratic teaching: (1) emphasizes rigorous thinking, not mastery of facts; (2) stresses that a leader's questions should promote serious conversation, not evoke correct answers; and (3) engages students in a collaborative quest for information. This article considers how both students and teachers benefit, the role of teachers as discussion group leaders, and the implementation of Socratic seminars in elementary, junior high, and senior high schools. (JHP)

ED 302 473 SO 019 560

Ripley, Randall B.
Congress and Foreign and Defense Policy: An Overview and Research Agenda.
Ohio State Univ., Columbus. Mershon Center.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Federal Government; Federal Legislation; *Foreign Policy; *National Defense; Policy Formation; Research Needs; Social Science Research
IDENTIFIERS- *Congress; *War Powers Act

This report summarizes the role of the U.S. Congress in relation to: (1) foreign policy; (2) defense policy; and (3) the War Powers Act of 1973. An overview of the growth of Congress' involvement and the relationship between the executive and legislative branches of government in policy development in these areas since the 1950s is highlighted. The report concludes that, while constitutional and theoretical debate continues about the meaning of the War Powers Act, the act probably was an ineffective Congressional attempt to control war-making powers. Scholarly research is needed concerning Congress's role in or relationship to: (1) fiscal budgeting; (2) public perceptions of Congressional responsibility; (3) constituency opinion; (4) interest group influence; and (5) structural, strategic, and crisis foreign and defense policies and programs. A 67-item bibliography is included. (JHP)

ED 302 474 SO 019 562

Hartoonian, Michael
Ethical and Philosophical Foundations of Democratic Citizenship.

PUB DATE- 7 Oct 88
NOTE- 24p.; Paper presented at the Citizenship for the 21st Century Conference (Washington, DC, October 5-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Capitalism; *Citizenship; *Democratic Values; Educational Change; Ethics; *Political Influences; Social Theories; United States History
IDENTIFIERS- *Philosophical Influences; Political Theories

This paper argues that the amorality evident among U.S. citizens may be the result of individuals and society's inability to understand the relationship between the public and private life of the citizen and the role and function of ethics in that relationship. The argument has three premises. First, U.S. citizens have developed a sort of cultural amnesia. They seem to have forgotten the historical and philosophical foundations upon which the United States was constructed and which found expression in the Declaration of Independence and "The Federalist Papers." Second, U.S. society has fostered isolationism, privatism, and libertarianism at the expense of democracy and capitalism. Third, the U.S. citizen's pursuit of self-gratification, while seemingly rational, is detrimental to the country's philosophical tradition and to the social theory and social relationships that are necessary for personal well-being. To help move educational content and practice toward virtue, 11 questions are posed for discussion. A 23-item bibliography is included. (DJC)

ED 302 475 SO 019 563

Calmel, Louis

The Current Debate in the Social Studies Discipline Regarding an Emphasis on Content and Process.

PUB DATE- 5 Apr 88

NOTE- 26p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (85th, New York, NY, April 4-7, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Back to Basics; *Catholic Schools; Controversial Issues (Course Content); *Course Content; *Democratic Values; Educational History; Elementary Secondary Education; *Instructional Effectiveness; Literature Reviews; Private Schools; Process Education; *Social Studies

The current debate about social studies education is the focus of this paper, and the questions and the charges raised by recent surveys and reports are addressed. Survey results from the Ravitch and Finn, the Chandler, and the National Catholic Educational Association studies reflecting student ignorance of social studies knowledge are discussed. Student inability to read and write at the appropriate grade level, student and parent apathy, and peer pressure are cited as obstacles to learning social studies. In the past, attempts to provide competent social studies teachers have included additional training, competency tests, and recertification. Today's debate focuses on process and method versus content, including the back-to-basics movement of the late 1970s and the early 1980s that succeeded in bringing the nation back to the mindset of the 1950s and 1960s and that appears to be in the ascendancy today. Attention is also given to: (1) the lack of time allocated for social studies instruction; (2) the emphasis on science and mathematics skills; (3) the length of the U.S. school year; and (4) the lack of discussion about controversial issues and democratic values and ethics. The Catholic educational system includes imparting democratic values and ethics while it tackles the most controversial and moral subjects and issues in its social studies curriculum. Ten strategies for Catholic education are suggested that may encourage schools to continue and improve this practice. (DJC)

ED 302 476 SO 019 565

Katz, Cindi R.

Children's Environmental Learning, Knowledge, and Interactions under Conditions of Socio-Economic Transformation: The Possibilities of Change.

SPONS. AGENCY- American Association of Univ. Women, Washington, D.C.; Clark Univ., Worcester, Mass.; National Science Foundation, Washington, D.C.
PUB DATE- 7 Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of American Geographers (85th, Phoenix, AZ, April 7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Production; *Child Development; Children; *Child Role; Family Financial Resources; *Futures (of Society); Geography; Rural Development; Rural Environment; Rural Family; Social Science Research; *Socioeconomic Influences

IDENTIFIERS- *Sudan; *Suki Agricultural Project

This paper argues that the socio-economic transformation caused by the 1971 Suki Agricultural project in central eastern Sudan has had contradictory effects on children. The Suki Agricultural Project was expected to transform the rural economy from production for consumption to production for exchange and profit. Ten years after the project's initiation, 10-year-old children were observed for their roles in agricultural production and their provision of subsistence within the household and their acquisition of knowledge and skills. Since the 1971 project changed production and reproduction as well as the local ecology, the project required greater labor contributions from children. Deforestation associated with the project meant that children had to spend more and more time collecting less and less accessible firewood, while the rise of the cash economy turned wood and water into commodities and increasingly involved children not only in their procurement but their sale. These activities, along with the production and sale of other commodities such as garden produce and charcoal, and including their own labor, left the children little time for play or formal education. The future for these rural children included: (1) labor migration of males from the village; (2) low job skills resulting from little formal education; (3) decline in rural productivity; (4) women taking a more active role in agricultural production; and (5) an adult population unable or unwilling to carry out the production tasks from the Suki Agricultural Project. An 11-item bibliography is included. (DJC)

ED 302 477 SO 019 567

Finding a Job in Elementary and Secondary Art Education.
National Art Education Association, Reston, Va.
PUB DATE- 85
NOTE- 38p.; For related document, see SO 019 568.
AVAILABLE FROM- National Art Education Association, 1916 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Art Teachers; *Career Planning; Elementary Secondary Education; Employment Interviews; Job Application; *Job Search Methods; Teacher Certification

The purpose of this booklet is to provide information for the job search process for elementary and secondary art education teachers, and it includes topics such as defining career goals, certification, the job search, interviews, resumes, and alternatives to public school teaching. To define career goals, several facts should be considered: (1) limitations in regard to geographic location; (2) ages and types of children the applicant wishes to teach; (3) personal ambition; and (4) salary requirements. Sample questions asked by the interviewee and questions the interviewer should ask are provided under "The Interview." Examples of a vita and letters of inquiry, a school district's response letter, a follow-up letter, and a thank you letter are also included. The "Alternatives to Public School Teaching" section discusses possible programs in continuing education, community colleges, day care centers, recreational programs, local arts councils, and teaching overseas. The appendices contain: (1) a listing of state certification offices; (2) guidelines on portfolio preparation; (3) sources for available positions; (4) a job application checklist; and (5) a checklist for interviews. (DJC)

ED 302 478 SO 019 568

Rice, Roberta W.
Finding a Job in Higher Education in Art Education.
National Art Education Association, Reston, Va.
PUB DATE- 86
NOTE- 33p.; For related document, see SO 019 567.
AVAILABLE FROM- National Art Education Association, 1916 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Art Teachers; *Career Planning; Employment Interviews; *Graduate Students; Higher Education; *Job Search Methods; *Portfolios (Background Materials); Resumes (Personal)

This booklet for art education graduate students discusses the successful preparation and strategies for seeking employment with colleges and universities. Discussion of the job search process includes: (1) job descriptions; (2) college and university search activities; (3) job search preparation; and (4) preparation of vita, letters of recommendation, cover letters, slides, and portfolio. A section entitled "The Interview" provides tips on preparation, dress, the campus visit, salary negotiation, certification, and contracts. The appendices contain a sample vita, cover letter, thank you letter, application checklist, interview checklist, and sources for job listings. A 10-item, briefly annotated bibliography is included. (DJC)

ED 302 479 SO 019 570

Finn, Chester E., Jr.

Among the Educationaloids: The Social Studies Debacle.

PUB DATE- May 88
NOTE- 6p.; Portions contain smudged type. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; Educational Objectives; *Educational Philosophy; Educational Principles; *Educational Quality; Educational Responsibility; Educational Theories; Elementary Secondary Education; *Relevance (Education); *Social Studies

This article argues that students are not receiving a high quality social studies education and are not being prepared for citizenship in a democracy; that the most serious failings of social studies courses are conceptual, philosophical, and ideological, and that what social studies experts want students to learn is not what parents and other citizens expect them to learn. An irony in the current trend toward global education is, that it permits teachers to forget that one of the biggest curricular reforms of the 1920s and 1930s was the "expanding environment" approach, whereby children were taught concepts of self, families, schools, neighborhoods, and regional environments before taking up such vast considerations as the oneness of all humankind with which the globalists would now have them begin. An emphasis on reflective decision-making is criticized for its failure to promote the learning of social studies facts. The few social studies-related courses that most school systems require will not endow future citizenry with informed political visions. California is lauded for its recent social studies curriculum guide, "The History-Social Science Framework," that combines history, geography, and civics into a 12-year sequence promoting the teaching of democratic values. (JHP)

ED 302 480 SO 019 571

Music Framework Kindergarten--Grade 12.
Texas Education Agency, Austin.
PUB DATE- 88
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bands (Music); Choral Music; *Curriculum Design; Elementary Secondary Education; *Instructional Development; Music Appreciation; *Music Education; Music Facilities; Orchestras; State Curriculum Guides
IDENTIFIERS- Special Needs Students; *Texas

This booklet provides a brief overview of the fine arts curriculum and a detailed explanation of the music education program for the state of Texas. The overview of the music curriculum includes the rationale and the scope and sequence for elementary and secondary education. The special music programs for junior high are general music, band, orchestra, choral music, stage band, instrumental ensembles, and individualized study of applied music while high school programs include four years of the same plus vocal ensembles and courses in music theory and music history and literature. The section on teaching strategies for elementary and secondary programs includes: (1) a statement on accountability for learning; (2) two checklists for documenting student mastery levels; (3) guidelines on lesson presentation; (4) examples of student progress appraisal guidelines for grades 1-8 and high school band, orchestra, and choral music; (5) information on special instructional activities; and (6) information on programs for special student populations, including multicultural education and gifted and talented education. Facilities, equipment, and materials for the elementary music program, secondary instrumental program, and the secondary choral music program are also discussed. (DJC)

ED 302 481 SO 019 572

Social Studies for Academically Talented Students: Grades 6-8, Middle School. Instructional Guide.

Evansville-Vanderburgh School Corp., Ind.
PUB DATE- 88
NOTE- 201p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academically Gifted; Area Studies; Class Activities; *Curriculum Enrichment; Curriculum Guides; Global Approach; Instructional Materials; Intermediate Grades; Junior High Schools; Middle Schools; Resource Units; *Social Studies; *United States History; World History
IDENTIFIERS- Africa; Asia; Australia; Canada; Europe; Latin America

This social studies curriculum guide is designed to challenge academically talented middle school students, encourage them to acquire and use critical thinking skills, and recognize the importance of global awareness. Areas of study include Latin America and Canada for grade six, Europe, Asia, Africa, and Australia for grade seven, and U.S. history for grade eight. The instructional materials for each grade level include a map, course description and outline, goals, suggested time schedule, information sources and films, and suggested classroom activities. Additional resource materials include: (1) suggested instructional activities; (2) sources of free information about foreign countries; (3) addresses and phone numbers for foreign embassies; (4) a vocabulary list; (5) critical thinking skills and vocabulary for grade eight; (6) an explorers of the new world chart; (7) United States and world personalities, 1200-1881; (8) listings of U.S. presidents, Indiana governors, and Evansville (Indiana) mayors; and (9) U.S. history reference sources. (DJC)

ED 302 482 SO 019 573

Evansville: A City on the Ohio River. An Interdisciplinary Unit for Grade 3: Language Arts, Mathematics, Science, Social Studies.

Evansville-Vanderburgh School Corp., Ind.

PUB DATE- 87

NOTE- 127p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Arithmetic; Class Activities; Community Study; Curriculum Enrichment; Curriculum Guides; Elementary Education; *Grade 3; Instructional Materials; *Language Arts; Local History; Map Skills; Science Activities; *Science Education; *Social Studies; Units of Study; Writing Skills

IDENTIFIERS- Graphing (Mathematics); *Indiana (Evansville); *Ohio River

This grade 3 interdisciplinary resource unit uses Evansville, Indiana and the Ohio River as its focus for social studies, language arts, mathematics, and science lessons. Text, pictures, and maps are provided to teach social studies lessons in history, geography, and map skills, and the student exercises include tests on vocabulary words and map reading. The language arts unit includes exercises on sentence structure, writing skills, and essay composition, while story problems and graph reading provide the student exercises in the mathematics unit. The unit on science uses text to teach students about water, pollution, and the food chain. Student activities include field trips and experiments using water. Answers are not provided for the student exercises. (DJC)

ED 302 483 SO 019 574

Election Resource Guide: Social Studies. Fourth Revision.

Evansville-Vanderburgh School Corp., Ind.
PUB DATE- 86
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Elections; *Government (Administrative Body); *Political Campaigns; Resource Units; Secondary Education; *Social Studies; United States History; Units of Study; *Voting
IDENTIFIERS- Indiana; Indiana (Evansville); Indiana (Vanderburgh County); *Political Parties

Designed to help students understand basic election issues, campaign practices, election processes, and voting procedures, this curriculum guide contains information about U.S. politics in relation to the concept of freedom and historical material on the founding of U.S. political parties, Jeffersonian democracy, and political parties after 1850. The function of political parties is explained, along with information about the two major parties, third parties, and the structure of political parties. Other sections describe: (1) financing campaigns and elections; (2) factors affecting U.S. voter turnout; (3) methods of voting; (4) the nomination process; (5) the election process; (6) the electoral college; (7) campaign techniques; and (8) election and political reforms. National, Indiana, Vanderburgh (Indiana) County and its townships, and Evansville (Indiana) city public offices are described, and the terms of office, salaries, and duties are listed. Sections are provided that explain 12 selected presidential elections, present a glossary of terms, and list suggested class activities and discussion questions. An 11-item bibliography, drawings, charts, and maps are included. (JHP)

ED 302 484 SO 019 580

Thomas, Paul F.
Introducing Power Factor for Inter-Nation Comparisons.
PUB DATE- 88
NOTE- 31p.; For related document, see ED 159 126.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Curriculum Guides; *Economic Factors; Foreign Countries; Resource Units; Secondary Education; *Social Studies; Units of Study
IDENTIFIERS- *Countries; *Power; Rank Order

This document, which primarily contains statistical tables of data, is designed to help teach secondary school students how to compare the power levels of 186 countries. The three indicators or measures of economic strength include a country's total population, total area, and per capita income, and they are used to determine the power levels. A country's ranked position for each of these factors is added together to determine its power-factor. The smaller the power-factor, the more powerful a country appears to be. Suggestions are provided for use of this data in classroom settings. Tables include information about: (1) the alphabetical listing of countries' rank data for area population and income; (2) the countries in order of power-factor rank; (3) selected regional country groupings in order of power-factor rank; and (4) the power-factor ranks of countries which belong to the Council for Mutual Economic Assistance (COMECON), the Economic Summit Countries, the European Community (EC), the European Free Trade Association (EFTA), and the North Atlantic Treaty Organization (NATO). (JHP)

ED 302 485 SO 019 587

Rohrl, Vivian J.

Effective Teaching of Anthropology: The Feature Film as an Alternative to the Lecture Format.

PUB DATE- 81
NOTE- 15p.; Paper presented at the Annual Meeting of the American Anthropological Association (80th, Los Angeles, CA, December 2-6, 1981).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Anthropology; Cultural Images; *Curriculum Enrichment; *Ethnography; *Films; Higher Education; Instructional Films; Introductory Courses; *Teaching Methods

IDENTIFIERS- Procedural Justice

This paper describes the incorporation of feature films into an introductory anthropology course for college undergraduates. The films are used to reinforce anthropological concepts and theories learned from the assigned readings and the lectures. Anthropology of law is used to illustrate this teaching strategy. Suggested feature films to express substantive and procedural law in various cultures include "The Wedding of Paolo" (Eskimo), "The Ox-Bow Incident", "Citizen Kane" (United States), and "Rashomon" (Japanese). Each story line is described, and its anthropological value is stressed. Documentaries about the culture may also be shown. The appendices contain a list of six basic prerequisites for a society and the cultural background to "The Wedding of Paolo." (DJC)

ED 302 486 SO 019 589

Garza, Janet K. Weir
The Feminization of Poverty.
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Status Comparison; *Females; Heads of Households; *Minority Groups; *Poverty; Research; *Salary Wage Differentials; Social Sciences; Statistical Surveys
IDENTIFIERS- *Feminization of Poverty; Pink Collar Occupations

After the introduction defined poverty and the feminization of poverty, this paper cited U.S. Census data that includes earnings, family status, and education attained which were posited as major factors for the economic condition of women. The first section on earnings presented female-dominated occupations, such as secretaries, teachers, waitresses, and registered nurses, that characteristically had low salaries along with the salary distributions of white and minority women. The family status of women included divorced, widowed, separated, and single female heads of households, and the U.S. Bureau of Census statistics indicated that these households were rapidly increasing in black and hispanic households. In the final section, education attained, education and ethnicity, poverty level, and unemployment data are presented. Tables and a 25-item bibliography are included. (DJC)

ED 302 487 SO 019 591

Mei, Dolores M.; And Others
Participation in Government Issues and Values Project: 1986-1987, End-of-Year Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jul 88
NOTE- 36p.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; Citizenship Education; *Curriculum Evaluation; Experimental Curriculum; Experimental Programs; Grade 12; High Schools; *Law Related Education; *Pilot Projects; *Program Attitudes; *Program Descriptions; Program Evaluation; Secondary School Curriculum; Social Studies
IDENTIFIERS- *New York (New York)

The Issues and Values Project was designed as a pilot program to develop and implement a law-related education curriculum for New York City (New York) private and public school 12th grade students. This booklet describes the curriculum project's: (1) purpose, background, objectives, and evaluation; (2) program implementation; and (3) student outcomes. The report concludes that teachers were generally satisfied with the training they received and the curriculum model; implementation was not possible in all types of New York City schools because of limited participation by active nonpublic school teachers; most of the participating students were 10th and 11th, not 12th grade, students; and the lack of a control group of non-project students made it impossible to determine whether changes were due to program participation or to other factors. Recommendations include suggestions that the curriculum model contain a comprehensive table of contents, stipulate minimal course requirements in terms of student skills, knowledge, behaviors, and out-of-class projects and that project administrators and the New York City Office of Educational Assessment develop a strategy for assessing students' attitudes and knowledge. Appendices contain: (1) a list of participating schools; (2) a list of schools included in various testing samples; and (3) an item analysis of student examination and attitude surveys.

Tables are included. (JHP)

ED 302 488 SO 019 592

Hanley, C. Patricia; Christie, Daniel J.
An Inventory Designed To Measure the Impact of the Threat of Nuclear War on Adolescents: Dimensions of Fear, Futurelessness, and Powerlessness.
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Attitude Measures; Beliefs; Elementary Education; *Fear; *Futures (of Society); Grade 6; Grade 7; Grade 8; Junior High Schools; *Nuclear Warfare; Questionnaires; Research Projects; Social Science Research
IDENTIFIERS- *Nuclear Anxiety Inventory; *Power; Threat

This document reports on the history of social and behavioral research studies concerning nuclear war since 1945, highlighting those studies that focused on adolescents and their feelings of fear, hopelessness, powerlessness, and denial. A study, designed to assess the reactions of adolescents in grades six to eight to the threat of nuclear war is described in terms of the participants, instrumentation, and results. The developed instrument, the Nuclear Anxiety Inventory, found that the major factors affecting students' beliefs and feelings are fear, futurelessness, and powerlessness. Moreover, the fear that adolescents experience is both cognitive and psychophysiological. Powerlessness is reflected in student beliefs that they cannot affect change and have no control. Adolescent feelings of futurelessness include beliefs in the futility of planning for the future, in near-future extinction, and in living life as fully as possible when young, because so little time may remain. Thirty-two references, the inventory questionnaire, and tables are included. (DHP)

ED 302 489 SO 019 594

Kirkwood, Toni Fuss
Discovering Japan Today: A Three-Week Teaching-Learning Unit for Upper Elementary Grades.
PUB DATE- 88
NOTE- 20p.; Illustrations may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Class Activities; Cultural Activities; Cultural Background; *Cultural Education; *Curriculum Enrichment; Foreign Countries; *Geography; Global Approach; Intermediate Grades; Resource Materials; Social Background; *Social Studies; Units of Study
IDENTIFIERS- *Japan

This 3-week teaching unit on Japan is designed to promote inspiration and motivation for teaching about Japanese culture to elementary students. The booklet contains course objectives, teacher instructions, a list of instructional materials and films, and a daily outline consisting of class activities and teacher guidance instructions. The first lesson begins with an examination of the 37 items in the Japan Chest that is the focus for this unit, and a student prepares a research report on one of the items. The other lessons stress the cultural and social background and geography. Seven suggested additional class activities, four maps, and a teacher comment sheet are included. (DJC)

ED 302 490 SO 019 596

Zandy, Janet
Anzia Yezierska and Agnes Smedley: Working-Class Writers, Working-Class Daughters Searching for Home.
PUB DATE- 25 Jun 88
NOTE- 26p.; Paper presented at the Annual Conference of the National Women's Studies Association (10th, Minneapolis, MN, June 25, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authors; Autobiographies; *Females; Feminism; Novels; Parent Child Relationship; Poverty; *Role Perception; *Self Actualization; *Self Determination; *Working Class
IDENTIFIERS- Consciousness Raising; Radicalism; *Smedley (Agnes); Twentieth Century; *Yezierska (Anzia)

Anzia Yezierska and Agnes Smedley grew up in the United States in poverty-stricken, working-class families. Both women became famous authors and participants in social movements of the early decades of the 20th century. Yezierska's "Bread Givers" and Smedley's "Daughter of Earth", published in the 1920s, were fictionalized autobiographies that detailed their growing dissatisfaction with the traditional role of women in society. The books contain several similarities. Both Yezierska's Sara Smolinsky and Smedley's Marie Rogers left home in search of a consciousness that poverty denied them and returned home again only to witness their mothers' deaths. The death scenes depicted a maternal bonding between mothers and daughters that had not existed before because the daughters had been trying to escape the harshness of their mothers' lives. While Yezierska only touched on subjects of marriage, sex, and motherhood, Smedley wrote a polemic against marriage, as she attacked women's financial dependence, frequent childbirths, and loss of self. Both characters rejected their fathers for failure to financially support their mothers and offspring. Each book contains a scene where the daughters meet their fathers again after many years of separation. Smedley's Marie again rejected the man, while Yezierska's Sara took her father home. Both women searched for father substitutes in selecting husbands, and Sara assimilated into society through her marriage, while Marie divorced twice. Smedley left the United States for China. She died in Europe in 1950 under mysterious circumstances following an operation. Yezierska died in California as she still searched for a home. A 5-item bibliography is included. (DJC)

ED 302 491 SO 019 598

Lester, Walter

Lesson Plans for Teaching about Politics and the Media: A Close Up Foundation Summer Institute.

PUB DATE- 5 Aug 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Elections; Learning Activities;

Lesson Plans; *Media Adaptation; *Media Selection; *Political Candidates; Political Issues; *Politics; Resource Units; Secondary Education; Secondary School Curriculum; Social Studies; Units of Study
IDENTIFIERS- *Media Ethics; Media Responsibility

This document contains three lesson plans for teaching secondary school students about politics and the media. Each lesson plan includes an overview, a resource list, and learning activities. Lesson 1, "The Editing Room," teaches students about: (1) current affairs; (2) editing processes in selecting stories for newspapers, broadcasts, and magazines; and (3) how various audiences affect media selection. Lesson 2, "The Politics of Politicizing," introduces key factors that increase a person's chances for political nomination and teaches students how to analyze political candidates' chances for success. Lesson 3, "National Security vs. the Citizens' Right To Know," helps students recognize the conflicts that occur when national security issues are published by the media. Rights afforded the public by the First Amendment are discussed, and students have the opportunity to consider media and government officials' positions. A specific case study is included for class discussion purposes. (JHP)

ED 302 492 SO 019 600

Rose, Suzanna
The Protest as a Teaching Technique for Promoting Feminist Activism.
PUB DATE- 25 Jun 88
NOTE- 9p.; Paper presented at the Annual Conference of the National Women's Studies Association (10th, Minneapolis, MN, June 25, 1988).
AVAILABLE FROM- Suzanna Rose, Department of Psychology, University of Missouri, St. Louis, MO 63121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activism; Assertiveness; *Assignments; Curriculum Enrichment; Feminism; Higher Education; Political Issues; *Skill Development; Social Action; *Womens Studies
IDENTIFIERS- *Consciousness Raising

An assignment about protesting was given to students in an upper-level undergraduate women's studies course to provide them with experience and skills in political protesting and to promote feminist activism. The students selected for their assignments: (1) a letter writing campaign against Robert Bork's Supreme Court nomination; (2) a picket protesting a court decision about child custody rights; (3) marching in the 1987 Gay and Lesbian March on Washington, D.C.; (4) a complaint to television networks about sexism; (5) a complaint to local police about the handling of a local incident; (6) a challenge to a Christian college about the pressure to date and marry; and (7) a protest against a campus contest. The assignment's outcomes included the ability to identify specific issues and targets, to learn political strategy, and to effect student feelings of efficacy. Some cautions to instructors adopting this learning experience included: (1) the assignments must be nonthreatening to the student; (2) decisions for students should be avoided, but suggestions should be provided; and (3) instructors should be able to judge a student's emotional stability. Two references were provided. (DJC)

ED 302 493 SO 019 601

Horvath, Attila

Possibilities of Cooperation with Eastern Europe.

PUB DATE- 16 May 88
NOTE- 13p.; Paper presented at the Annual Conference of the American Forum on Education and International Competence (St. Louis, MO, May 13-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Exchange Programs; *Foreign Countries; Global Approach; *International Cooperation; *International Educational Exchange; Study Abroad
IDENTIFIERS- *Europe (East); *Hungary

This paper presents possible methods of cooperation in the area of U.S. educational exchange with Hungary and other Eastern Bloc countries. Specific problems are featured, and information is provided about legal, political, and economic issues and concerns. The paper stresses the need to stop thinking of these countries as politically homogeneous and to learn that socialist countries are becoming politically diverse. Openness in educational exchanges varies from country to country, but Hungary is a leader in international educational projects. Specific financial problems facing the exchanges include the lack of funds, currency regulations, and money exchange rates. New program rationales between Hungary and the United States include an increase in Hungarian student interest and the need for students from both countries to experience a global education. Possible areas of cooperation between the two countries are: (1) undertaking joint research for coordinating existing projects, initiating new programs, and mutual planning assistance; (2) planning student exchange programs through government grants and financial support and between specific schools and providing for exchanges of resource materials; and (3) financing exchanges for specific students and teachers, establishing special foundations, and sponsoring joint exchange ventures. (JHP)

ED 302 494 SO 019 602

Stilwell, Neil C.
Teaching about Western Europe: A Resource Guide.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 88
NOTE- 27p.; For related documents, see ED 284 822 and ED 292 728.
CONTRACT- RI88062009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Foreign Countries; *Global Approach; Instructional Improvement; International Studies; Periodicals; Professional Associations; Research and Development Centers; *Resource Materials
IDENTIFIERS- Embassies; *Europe (West); *European Studies

This ERIC resource guide of current materials and resources provides assistance for classroom teachers and curriculum writers in the development of educational strategies for teaching about the culture, the history, and the issues confronting the nations of Western Europe. The ERIC resources include abstracts of 13 documents and 14 articles. In addition, commerically published textbooks, supplementary materials, audiovisual materials, simulations, computer software programs, and teacher resources are included, along with ordering information for these items. Also listed as sources for further information are: (1) professional organizations; (2) national resource centers for international studies; (3) national resource centers for Western European studies; (4) universities with Western European studies programs; (5) foundations and special projects; (6) journals and newsletters; and (7) European embassies in Washington, D.C. (DJC)

ED 302 495 SO 019 607

Research Notes: A Review of Current Studies at the Institute, No. 8.
United Nations Research Inst. for Social Development, Geneva (Switzerland).

REPORT NO.- 88.2
PUB DATE- Apr 88
NOTE- 80p.; Some titles are in Spanish or French.
AVAILABLE FROM- United Nations Research Institute for Social Development, Palais des Nations, 1211 Geneva 10, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; Economic Development; Food; Foreign Countries; *Political Influences; Refugees; *Research Projects; Social Development; *Socioeconomic Influences
IDENTIFIERS- Society

This booklet consists primarily of book summaries about research projects sponsored by the United Nations Research Institute for Social Development (UNRISD) that have been recently completed. The summaries are arranged by research programs and include 15 reports about food systems and society, 13 about political participation, 6 on refugees, and 2 on measuring and monitoring socio-economic development. An introduction is provided for each section that briefly describes the history and scope of the research project, and each summary contains the book's table of contents. Information is included about the history, development, and purposes of UNRISD, and appendices (annexes) provide names of UNRISD board members, institute staff, and consultants for 1988. (JHP)

ED 302 496   SO 019 608

Clark, Gilbert; And Others
Understanding Art Testing: Past Influences, Norman C. Meier's Contributions, Present Concerns, and Future Possibilities.
National Art Education Association, Reston, Va.
PUB DATE- 87
NOTE- 140p.
AVAILABLE FROM- National Art Education Association, 1916 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- *Aptitude; *Art Expression; *Children; *Childrens Art; Creative Art; Educational History; Elementary Education; Freehand Drawing; Literature Reviews; *Testing
IDENTIFIERS- *Meier (Norman C); Meier Art Tests

This collection of 10 papers focuses on art testing and Norman C. Meier's role in this area of study. The titles written by Gilbert Clark are: (1) "Early Inquiry, Research, and Testing of Children's Art Abilities"; (2) "Norman C. Meier: A Critique of His Tests and Research"; and (3) "Recent Inquiry and Testing of Children's Art Abilities." The titles by Enid Zimmerman are: (1) "Norman C. Meier's Story of Frustrations and Accomplishments"; (2) "Meier's Interlinkage Theory of Special Ability: Art Aptitudes of Children and Creative Processes of the Artist"; and (3) "Art Talent and Research in the 1920s and 1930s: Norman C. Meier's and Leta S. Hollingsworth's Theories about Special Abilities." Marilyn Zurmuehlen has written: (1) "Questioning Art Testing: A Case Study of Norman C. Meier"; (2) "An Historical Look at Developing Art Tests: Norman C. Meier and His Students"; and (3) "A Psychologist Studies Artists." The last paper, "Implications for the Future of Inquiry, Research, and Testing of Children's Art Abilities" includes an excerpt from a conversation among the three authors. The book also contains a selected chronology of publications on inquiry about children's drawings and testing of art abilities and an extensive bibliography that corresponds with the chronology. Drawings, charts, and black and white photographs are included. (DJC)

ED 302 497 SO 019 609

Brouch, Ginny

Microcomputers in Art Eduction: An Introductory Vocabulary for Art Teachers Who Need To Make Sense of the New Technology.

National Art Education Association, Reston, Va.

PUB DATE- 88

NOTE- 49p.

AVAILABLE FROM- National Art Education Association, 1916 Association Drive, Reston, VA 22091.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Art Education; Art Teachers; *Basic Vocabulary; Computer Software; Educational Technology; Elementary Secondary Education; Inservice Education; *Microcomputers; Training

This booklet provides introductory information and terminology for art teachers concerning the use of microcomputers in elementary and secondary school art classes. Part 1 describes the sizes and uses of microcomputers and distinguishes between maxi, mini, micro, lap, and handheld computers. Part 2 discusses: (1) basic microcomputer hardware and peripheral equipment, such as keyboards, monitors, disk drives, printers, plotters, and modems; and (2) how to create images through use of a mouse, touchpads and graphics' tablets, joysticks, paddles, lite pens, scanners, clip art, and voice activation and how to retrieve various images from the computer. Part 3 explains basic procedures for classroom care of microcomputers and describes floppy disks, while part 4 discusses microcomputer art software packages for specific elementary and secondary grade levels and provides purchasing information. Part 5 suggests microcomputer training possibilities for art teachers. (JHP)

ED 302 498   SO 019 610

Banner, James M., Jr.
Mixing the New History with the Old.
Council for Basic Education, Washington, D.C.
PUB DATE- Sep 88
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Curriculum Design; *Curriculum Enrichment; Elementary Secondary Education; Ethnicity; Higher Education; *History Instruction; Immigrants; *Social History; Social Studies; United States History
IDENTIFIERS- Historical Influences; *Political History

This article addresses how to integrate social history with political history to create today's U.S. history curriculum that will satisfy new U.S. citizens' need to receive instruction in their own ethnic past. One approach is to present U.S. history as a history of social relations among various ethnic groups and to stress the common legacy of events that has changed the lives of people. However, these events have affected ethnic populations differently, so the problem lies in how to equalize social and political history instruction. The curriculum should stress how these political events affected the various groups' lives and futures. Attention to the infusion of social and political history into the curriculum will keep history accurate and specific. (DJC)

ED 302 499 SO 019 613

Consumer Education: Ecological Resource Management. Home & Family Life Curriculum Guide: H.E. Bulletin No. 43.

Washington Office of the State Superintendent of Public Instruction, Olympia.

PUB DATE- 85
NOTE- 224p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advocacy; *Consumer Education; *Decision Making Skills; Futures (of Society); Learning Activities; Reference Materials; Resource Units; *Science and Society; Secondary Education; State Curriculum Guides; Units of Study
IDENTIFIERS- *Resource Management; *Washington

The future ability of secondary students to interact in a progressively technologically-oriented society is the purpose of this curriculum guide on consumer education. The guide teaches consumer decision-making, resource management, and advocacy/action. The introduction discusses the future of society and technology. Each of three sections contains an overview chart, a table of contents, learning activities for each consumer concept, handouts, and worksheets. The concepts taught for consumer decision-making are divided between external and personal influences while consumer resources management includes planning, acquiring, and utilizing concepts. For consumer advocacy/action, the concepts fall under consumer rights, consumer advocacy, and consumer responsibilities. The teaching resources' section contains: (1) 32 multimedia resources; (2) 15 textbook titles; (3) 10 reference books; (4) 6 curriculum guides; (5) 14 magazine titles; and (6) 7 computer software packages. (DJC)

ED 302 500 SO 019 614

Promoting Self-Esteem in Young Women: A Manual for Teachers.
New York State Education Dept., Albany. Div. of Civil Rights and Intercultural Relations.

REPORT NO.- 87-8107
PUB DATE- 87
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Class Activities; *Elementary School Curriculum; Elementary Secondary Education; *Females; Learning Activities; Resource Units; *Secondary School Curriculum; *Self Esteem; State Curriculum Guides; *Youth
IDENTIFIERS- *New York

The purpose of this New York state curriculum guide is to present an overview of the special problems of self-esteem in girls and young women and to provide suggested class activities that might be helpful in promoting self-esteem. Part 1 presents questions and answers concerning: (1) why focus on self-esteem for young women; (2) what is self-esteem; (3) what is the school's role in relation to self-esteem; and (4) how can teachers help. Part 2 describes specific class activities related to enhancing self-esteem for elementary, junior high, and senior high school students. Suggested evaluation procedures, eight resource sources, and 19 references are included. (JHP)

ED 302 501 SO 019 667

Singleton, Laurel R.
Science/Technology/Society: Training Manual.
Social Science Education Consortium, Inc., Boulder, Colo.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-89994-314-4
PUB DATE- 88
NOTE- 157p.; For related document, see ED 288 783, SO 019 533, and SO 019 547.
GRANT- NSF-847-0585
AVAILABLE FROM- SSEC Publications, 855 Broadway, Boulder, CO 80302 ($9.95).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Coordinators; Learning Strategies; *Science and Society; *Science Instruction; Secondary Education; Secondary School Teachers; *Social Studies; Trainers; *Training Methods
IDENTIFIERS- *Science Technology Society Courses

This science/technology/society (STS) training manual is designed to help state-level coordinators, university teacher educators, district coordinators, or lead teachers to implement the guidelines provided in "Science/Technology/Society: A Framework for Curriculum Reform in Secondary School Science and Social Studies." The manual includes three sets of tools for these trainers: (1) a guide to designing training programs to support implementation of STS; (2) a selection of activities for use in training sessions; and (3) reference materials on STS teaching strategies. Chapter 2 discusses strategies for designing STS training programs and covers awareness sessions, inservice workshops, and trainer-of-trainers sessions with special emphasis on developing objectives. Chapters 3-6 contain a range of training activities divided into four categories: (1) activities that introduce STS, focusing on what it is and why it is important; (2) activities that help teachers integrate STS into their curricula; (3) activities that help teachers develop action plans for implementing STS; and (4) activities for evaluating STS programs. Each training activity includes background information for the trainer, required materials, handouts, objectives, and procedures. The appendices comprise nearly one-third of the document and contain transparency masters for the training sessions and teaching strategies for STS. (DJC)

SP

ED 302 502 SP 030 331

Troen, Vivian; Boles, Katherine
The Teaching Project: A Model for Teacher Empowerment.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *College School Cooperation; *Collegiality; Curriculum Development; Elementary Secondary Education; *Flexible Scheduling; Higher Education; Participative Decision Making; Preservice Teacher Education; Teacher Influence; *Teacher Participation; *Team Teaching

A description is given of a teaching project designed to provide teachers with avenues for professional growth and renewal and to encourage experienced teachers to remain in the classroom. This teacher-initiated and directed program incorporates three major components: (1) Collaboration between a college and a public school strenthens the preservice training of teachers by involving teacher interns in full-time classroom work and veteran teachers participating as supervisors of interns and lecturers at college seminars. (2) The team teaching component enables teachers to extend their teaching in new directions and provides flexibility for creative learning. (3) The concept of Alternative Professional Teaching Time allows teachers to actively engage in research, to train student teachers, and to become involved in curriculum planning. These activities are conducted during the regular school day by teachers who, as members of teaching teams, are freed from part of their classroom duties. (JD)

ED 302 503 SP 030 339

Marchant, Gregory J.; Bowers, Norman D.
Teacher Agreement with Research-Based Effective Teaching Behaviors.
PUB DATE- 7 Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Research Utilization; *Teacher Attitudes; *Teacher Behavior; Teacher Characteristics; *Teacher Effectiveness; Teaching Experience; *Theory Practice Relationship

Teacher attitudes toward research-based effective teaching behaviors were inventoried to explore differences. Scores from the Teaching Behaviors Questionnaire (TBQ) for 300 teachers were analyzed for variables related to educational settings and teacher characteristics. Analysis of variance and selected post hoc procedures were used to identify differences. Elementary teachers, specifically first-grade teachers, were more supportive of the research-based behaviors than were high-school teachers. Support for the research-based effective teaching behaviors decreased with years of teaching experience in a linear trend. Recommendations included increased exposure to research-based effective teaching behaviors through preservice and inservice training. References are included. (Author/JD)

ED 302 504 SP 030 344

Mead, J. V.

Does a Professional Code of Ethics Exist for Teachers? An Investigation of the Operation of Ethical Codes in Daily Teacher Decision Making.

PUB DATE- Apr 88

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Career Choice; Decision Making; Elementary Secondary Education; *Ethics; *Family Influence; Role Models; *Teacher Attitudes; Teacher Characteristics; Teacher Influence; Teacher Student Relationship; *Value Judgment

This paper is a pilot study of teacher ethics in daily decision making. Based on 13 interviews, the teachers described critical incidents they considered significant. Informants also performed role playing in which they described the important qualities of their present position to their replacement. The discussion highlights the reasons why the informant became a teacher. Categories were developed and the strong influence of school-based role models were discussed. Another section presents analysis of how the teacher and student interact on the major values of equality and individual needs. The major finding regarding the personalization of an ethical code is explored. The final section suggests a model for explaining how teachers operate ethically on a day to day basis. The analysis assesses the relative perceived weight attributed to various sources of ethical conduct. (Author)

Exemplary Teacher Initiated Programs. Lucretia Crocker Fellows
1986-1987.

Massachusetts State Dept. of Education, Boston.

REPORT NO.- 14607-20pp-200-10-17-86
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Literature; Curriculum Development; *Demonstration Programs; Educational Games; Elementary Education; *Instructional Innovation; *Program Development; *Teacher Developed Materials; *Teaching Methods; Writing Instruction
IDENTIFIERS- *Lucretia Crocker Program

The Lucretia Crocker Program recognizes the importance and potential impact of teacher-initiated innovation in public schools. The program is named for the woman who set up educational programs for emancipated blacks after the Civil War and promoted educational opportunity for blacks and women. Brief descriptions are given of the following innovative programs: (1) "Project Barn/Cod" (Joy Buhler); (2) "Writing Across the Curriculum" (Marna Bunce); (3) "Teaching as Thinking" (Terri Caffelle); (4) "Pathfinder Writing Project" (Susan Costa); (5) "Planting and Learning Activity Yards" (Bruce Robert Dean); (6) "Developmentally Appropriate Curriculum Model for K-1" (Karen DeRusha); (7) "The Transitional Team" (Edmund Nazzaro); (8) "The Mexican Exchange" (Nancy Rillings); (9) "Student Team Learning" (Faye Ruopp); (10) "How Much Does a Sand Dune Weigh?" (Barbara Shea and Samuel Slarskey); (11) "Witnessing the Past" (Susan Szachowicz); (12) "All Aboard for Black History" (Mary Ann Thompson); (13) "The Childrens Literature Project" (Joan Tieman); and (14) "Renaissance in the Public Schools" (Carolee Varga and Pauline Boutin). (JD)

ED 302 506 SP 030 736

Governor's Commission on Teacher Salaries and Incentive. Report to the Governor.

Maryland Governor's Commission on Teacher Salaries and Incentives, Annapolis.

PUB DATE- 5 Oct 87
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; Educational Objectives; Elementary Secondary Education; *Full State Funding; Government Role; *Incentives; Policy Formation; Professional Recognition; Statewide Planning; *Teacher Recruitment; *Teacher Salaries
IDENTIFIERS- *Maryland

This report contains specific recommendations from the Commission on Teacher Salaries and Incentives for the State of Maryland. It is recommended that salary levels for teachers should be comparable to those of other professions and there should be greater equity of salary levels among the 24 jurisdictions in the state. In delineating incentives for attracting and retaining competent people into the teaching profession, it is recommended that state-funded development programs be initiated to enable all school systems to establish an active, high quality, professional growth program geared to the specific needs of their teachers. Recommendations are made for study grants and loans for teacher education and alternate paths to certification. Increased business and community involvement are also recommended. (JD)

ED 302 507 SP 030 739

Hornbeck, David W.
Every Child Can Succeed: Our Opportunity; Our Responsibility.
Agency for Instructional Technology, Bloomington, IN.; Council of Chief State School Officers, Washington, D.C.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Instruction; *Educational Television; Elementary Secondary Education; *High Risk Students; Instructional Improvement; *Nontraditional Education; *Teacher Education; Teacher Effectiveness; Teaching Methods; *Television Teachers; Videotape Recordings
IDENTIFIERS- *Every Child Can Succeed Program

This paper discusses how, through the use of video, successful classrooms and a large number of teachers can be brought together to improve the teaching of "at-risk" students. The project is designed to present the key elements of good teaching and successful instructional programs to teachers and prospective teachers. Descriptions are given of the five components that comprise the project: (1) an introductory program (a 30-minute motivational videotape) presenting the rationale for the project and presenting vignettes of effective instructional practices and programs as a preview of the other tapes of the project; (2) videotapes illustrating teaching and instructional programs that have demonstrably worked with "at-risk" youth; (3) videotapes that can be used to train personnel in each local school system to make and use their own videotapes as a training strategy; (4) a handbook providing background information, resource information, and a discussion guide; and (5) a training program for participating agencies' staff in the use of the project's materials. (JD)

ED 302 508 SP 030 740

Family Life Education Overview. Optional Health Unit. Interim Guide.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0248-8
PUB DATE- 86
NOTE- 32p.; For related documents, see SP 030 741-743.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Family Life Education; Foreign Countries; *Health Education; Individual Needs; Intermediate Grades; *Interpersonal Relationship; Junior High Schools; *Life Style; *Preventive Medicine; Well Being

This unit of the health education curriculum consists of four components, the overview (a brief philosophical statement outlining rationale, goals, objectives and suggested implementation) and grade level guides for grades 5, 7 and 9. The content of the grades 5 and 7 instructional packages is organized around five themes: (1) the importance of families; (2) human growth and development; (3) relationships and responsibilities; (4) sexual abuse prevention; and (5) promoting positive lifestyle. At the grade 9 level, the content is organized around four themes: (1) the importance of families; (2) human growth and development; (3) dilemmas and issues; and (4) promoting positive lifestyle practices. At each grade level, the summary lesson on well-being and lifestyle suggests positive ways to enhance health. Grade level materials include approximately 15 age-appropriate lessons. (JD)

ED 302 509 SP 030 741

Family Life Education Grade 5. Optional Health Unit. Interim Guide.

Manitoba Dept. of Education, Winnipeg.

REPORT NO.- ISBN-0-7711-0244-5
PUB DATE- 86
NOTE- 118p.; For related documents, see SP 030 740-743.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Abuse; Class Activities; Family Health; *Family Life Education; Foreign Countries; *Grade 5; *Health Education; *Individual Development; Intermediate Grades; *Sex Education; Sexual Abuse

This family life instructional unit is organized around five themes: (1) the importance of families; (2) human growth and development; (3) relationships and responsibilities; (4) sexual abuse prevention; and (5) promoting positive lifestyle practices. Approximately 16 age-appropriate lessons contain student objectives, suggested activities, teaching aids, teacher background notes, references and information about required materials. (JD)

ED 302 510 SP 030 742

Family Life Education Grade 7. Optional Health Unit. Interim Guide.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0245-3
PUB DATE- 86
NOTE- 104p.; For related documents, see SP 030 740-743.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Family Life Education; Foreign Countries; *Grade 7; *Health Education; *Individual Development; Junior High Schools; Life Style; *Sex Education; Sexual Abuse

This family life instructional unit is organized around five themes: (1) the importance of families; (2) human growth and development; (3) relationships and responsibilities; (4) sexual abuse prevention; and (5) promoting positive lifestyle practices. Approximately 14 age-appropriate lessons contain student objectives, suggested activities, teaching aids, teacher background notes, references and information about required materials. (JD)

ED 302 511 SP 030 743

Family Life Education Grade 9. Optional Health Unit. Interim Guide.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0246-1
PUB DATE- 86
NOTE- 172p.; For related documents, see SP 030 740-742.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Communicable Diseases; Divorce; Drug Abuse; *Family Life Education; Foreign Countries; *Grade 9; Health Education; Individual Development; *Interpersonal Relationship; Junior High Schools; Life Style; Pregnancy; *Sexuality

This family life instructional unit is organized around four themes: (1) the importance of families; (2) human growth and development; (3) dilemmas and issues; and (4) promoting positive lifestyle practices. Lessons in the dilemmas and issues section include more in-depth information on subjects such as marriage and issues related to sexuality and reproduction such as sexual abstinence, teenage pregnancy, drugs and pregnancy, sexually transmitted diseases and sexual abuse prevention. (JD)

ED 302 512 SP 030 744

Gallien, Louis B., Jr.

Cooperative Learning: Observations and Reflections in Context with Minority Achievement and Educational Reform.

PUB DATE- 9 Aug 88
NOTE- 19p.; Paper presented to the Association of Teacher Educators Summer Workshop (Starkville, MS, August 9, 1988).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Cooperative Learning; Elementary Secondary Education; Group Activities; Learning Strategies; *Minority Group Children; Nontraditional Education; *Standardized Tests; *Student Motivation; Teaching Methods; *Teamwork; Urban Schools

This paper presents some observations on cooperative learning gathered from research in social and educational literature. Issues of educational reform are also addressed within the context of minority academic achievement. Studies comparing cooperation or greater competition in the classroom appear to be in agreement that cooperative modes of learning seem to be more powerful in producing academic achievement in students. The educational significance of standardized achievement test scores is challenged as inadequately representing the kind of criteria that should be used to appraise the quality of schooling or their effects upon students. A review of literature on minority achievement finds evidence of increased achievement by minority students working in integrated classrooms. A description of cooperative modes of education leads to the conclusion that, when compared with individualized methods, these modes appear to foster student achievement, to increase cross-ethnic friendships, and to improve students' self-esteem and positive attitudes toward other students in urban schools. (JD)

ED 302 513 SP 030 753

Chance, Cindi; Krajewski, Bob
Videotaping. A Staff Development Technique for Preservice and Inservice Teachers.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Feedback; *Self Evaluation (Individuals); *Staff Development; Teacher Behavior; Teacher Education; *Teacher Evaluation; Teacher Improvement; *Videotape Recordings

This paper discusses two studies that suggest the use of the videotaping procedure as an effective staff development technique for both preservice and inservice teachers. The Krajewski Study in 1970 studied the effects of a clinical supervision model that included videotaped review of preservice interns, none of whom had previous teaching experience. The ESEI Study in 1988 used videotaped lessons conducted by inservice science teachers for the purpose of evaluating their performance. The discussion includes descriptions of how the studies were conducted, the results of the evaluation/staff development process, and a summary of a participant attitude survey. Implications for preservice and inservice evaluators are discussed. (JD)

ED 302 514 SP 030 754

Cooper-Shoup, Susan M.; Miller, Kay A.
An Opportunity for Excellence: Alternate Certification.
PUB DATE- 8 Aug 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Higher Education; *Nontraditional Education; *Program Evaluation; Secondary Education; *Student Characteristics; *Teacher Certification; Teacher Education
IDENTIFIERS- *Alternative Teacher Certification

This presentation describes a program at Southeastern Louisiana University (SLU) which successfully prepares candidates for certification in secondary education. It is an alternative plan to the usual four-year undergraduate program. Candidates must have completed a baccalaureate degree with a major in a certification area and must have attained an overall GPA of at least 2.5 on a 4.0 scale. A total of 156 students had been admitted to the program at the time of the study and demographic data were collected using the Myers-Briggs Type Indicator and the Self Directed Search. These tests provided data on personality characteristics and career interests. Full data entries were received on 52 students. Partial data entries were received on additional students and directory information was available on others. Data gathered included race, gender, marital status, number of children, graduate degree, grade point average, number of jobs held, bachelor degree concentration, certification area, and scores on the two instruments indicated. Subjects were also asked to respond to questions about their career and educational choices. Frequency distributions and sample answers

ED 302 515 SP 030 756

Owens, John E.

Curriculum and Evaluation Standards for School Mathematics: Report of the National Council of Teachers of Mathematics' Commission on Standards for School Mathematics.

PUB DATE- 9 Aug 88
NOTE- 17p.; Paper prepared for the Summer Workshop of The Association of Teacher Educators (Starkville, MS, August 9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Course Objectives; *Curriculum Development; Educational Resources; Elementary Secondary Education; Evaluation Criteria; *Mathematics Instruction; *Teaching Methods; Textbook Preparation

The National Council of Teachers of Mathematics' Commission on Standards for School Mathematics was created in 1986 as a vehicle for coalescing current thinking of the profession on content, instructional methodology, and program and student evaluation of school mathematics for K-12. This report is intended as a guideline for development of curricula, textbooks, resource materials, and evaluation criteria. Each of the four sections provides from 11 to 14 standards, including a statement of mathematical content to be learned, expected student outcomes, and a discussion of purpose, emphasis, and appropriate instructional strategies. A list of recommended reading is included. Appended is a list of underlying assumptions about mathematics instruction for different grade levels. A summary of changes in content and emphasis in the study of algebra, geometry, trigonometry, and functions for grades 9 through 12 mathematics is included. (JD)

ED 302 516   SP 030 758

Ruthven, Avis J.; Moore, Arnold J.

Preparing Professionals in Education Via an Interdisciplinary Doctoral Seminar.

PUB DATE- Aug 88
NOTE- 22p.; Paper presented at the Association of Teacher Educators Summer Workshop (Starkville, MS, August 7-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; Doctoral Degrees; *Doctoral Programs; *Educational Objectives; Graduate Study; Higher Education; Interdisciplinary Approach; *Professional Education; Resource Materials; *Seminars
IDENTIFIERS- *Doctor of Education Degree; Mississippi State University

A description is given of the Interdisciplinary Seminar in Education, an integral part of the Doctor of Education Degree Program at Mississippi State University. The broad goals of the course are as follows: (1) It provides doctoral-level students with the opportunity to develop informed positions on the major issues confronting education as a professional field, including appropriate scholarly resources to use in this process. (2) It provides the background needed by a professional educator, including information on external funding and various national associations, guidelines for preparing proposals for and writing a dissertation, administrative problem-solving, writing for publication, and curriculum change processes. (3) A focus on current issues and trends provides an understanding of and appreciation for the broad array of disciplines within the field of education. (4) Another objective of the course is to develop listening skills, improve oral and written communication, and enhance leadership skills. Conflict resolution and consensus building are also emphasized. A copy of the course syllabus and the course schedule are appended. (JD)

ED 302 517 SP 030 770

Stier, William F., Jr.
Competencies of Athletic Administrators.
PUB DATE- Feb 87
NOTE- 8p.; Paper presented at the EDA-AAHPERD Convention (Hartford,
CT, February 1987)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Administrator Effectiveness; *Administrator Responsibility; *Athletics; Higher Education; *Interpersonal Relationship; Secondary Education; Student Participation

Athletic administrators, working cooperatively with members of the athletic staff, must strive to coordinate the contributions of all those involved with athletics while simultaneously attempting to meet the needs of all facets of the athletic program in the pursuit of excellence. This paper lists 18 specific competencies and skills normally associated with a highly competent and successful administrator of interscolastic and/or intercollegiate sports. The competencies are categorized under the concepts of: (1) technical skills; (2) interpersonal skills; (3) conceptual skills; and (4) dedication and commitment skills. (JD)

ED 302 518   SP 030 777

Skeel, Dorothy J.
Increasing the Supply of Minority Teachers: A Collaborative Program between Peabody/Vanderbilt University and Fisk University.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Colleges; *Elementary Education; Higher Education; *Institutional Cooperation; *Minority Groups; Preservice Teacher Education; *Special Education; Student Recruitment; *Students; *Teacher Education Programs

A description is given of a cooperative teacher education program offered by Peabody College of Vanderbilt University and Fisk University, a historically black institution. The program is designed for minority students who wish to be certified in elementary and special education. These students spend their junior year and the first semester of their senior year at Peabody where these programs are offered. The students return to Fisk for the last semester of their senior year and graduate with a degree and certification from Fisk. Funds are provided by a grant from the Fund for the Improvement of Post Secondary Education. A program coordinator at Peabody helps the Fisk students to adjust to the predominantly white campus and helps the Peabody faculty as they work with the students to smooth the transition to the campus. The collaboration enables Fisk University to provide courses that would otherwise be a severe strain on its resources. (JD)

ED 302 519 SP 030 778

Howley, Craig B.

Improving the Autonomy of Teachers: The Competing Roles of Scholarship and Legitimation.

PUB DATE- Dec 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Institutional Environment; Organizational Change; *Professional Autonomy; *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Characteristics; Teacher Effectiveness; *Teacher Responsibility

This essay defines autonomy as the responsible self-direction of teachers engaged in planning and carrying out instruction in the schools in which they teach, particularly in their own classrooms. This 'professional' definition excludes the influence of teachers on district- or state-level policies, regulations, guidelines, or plans. The essay asks why teachers act as they do in their own classrooms and schools, because that is where a teacher's autonomy can be most frequently exercised. Lack of autonomy is defined as failure to exercise responsible self-direction, not as freedom from supervision, because responsible self-direction is a quality of action rather than a state of being. The discussion here assumes that whatever the state of the profession of teaching, there are measures that individual teachers can take to exercise responsible self-direction in their own classrooms. The discussion asks why comparatively few teachers adopt such measures. (Author/JD)

ED 302 520 SP 030 781

Swick, Kevin J.
Stress and Teaching. What Research Says to the Teacher.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1081-7
PUB DATE- 89
NOTE- 34p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1081-7, $2.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Professional Development; *Stress Management; *Stress Variables; *Teacher Behavior; *Teacher Burnout; Teacher Characteristics; *Teaching Conditions

This monograph explores three particular emphases: (1) stress occurs within an ecological system; (2) individuals need to be skilled self-managers in dealing with their stress ecology, and (3) teachers are the initial source and ultimate controller of their stress system. Integrated with these emphases are such topics as the ecology of teacher stress, teachers as sources of stress, stress as motivation for growth, symptoms and indicators of burnout, knowing stress management, and the role of professional growth in stress prevention/resolution. (JD)

ED 302 521 SP 030 782

Smith, G. Pritchy

The Effects of Competency Testing on the Supply of Minority Teachers. A Report Prepared for the National Education Association and the Council of Chief State School Offices.

SPONS. AGENCY- Council of Chief State School Officers, Washington, D.C.; National Education Association, Washington, D.C.
PUB DATE- 15 Dec 87
NOTE- 212p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; College Entrance Examinations; Educational Policy; Higher Education; *Minimum Competency Testing; *Minority Group Teachers; *Standardized Tests; *State Standards; Teacher Certification; Test Bias; *Test Validity

This report assesses the impact of testing on the national minority teaching force. Its central focus examines the impact of teacher competency tests on prospective minority teachers and, where data are available, the impact of testing on veteran teachers is assessed. State-by-state profiles are presented. A case study of a single state, Florida, with an extensive secondary school through higher education testing program, is provided to illustrate the full impact testing is having on the aspirations of minority youth who wish to be teachers. In addition, the impact of state testing policies and programs on historically black institutions is assessed. An analysis of the trends revealed by the study suggests that teacher competency testing as it presently exists in most states needs to be reexamined. (JD)

ED 302 522   SP 030 783

Fleming, Douglas S.
Instructional Supervision. A Review of Issues and Current Practices.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
PUB DATE- 87
NOTE- 22p.
AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 S. Main Street, Andover, MA 01810 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Instructional Improvement; *Instructional Leadership; Master Teachers; *Supervisory Methods; Teacher Administrator Relationship; *Teacher Supervision; Teaching Methods

The first section of this paper briefly reviews current practices in instructional supervision, focusing on assumptions underlying many teacher supervision programs and pointing out some dilemmas involved in implementing such programs at the local district level. The second section reviews the essential features and conditions of several contemporary models of instructional supervision. Section three summarizes some of the most currently used frameworks for looking at what goes on in the classroom. The final section provides an outline for improving instructional supervision. Selected references are appended. (JD)

ED 302 523 SP 030 786

Midtlyng, Joanna; Nelson, C. Van Cleave
National Survey of Water Exercise Participants. D.C., July 5-8, 1988). Papers by U.S.S.R.
American Council of Learned Societies, New York, N.Y.; International Research and Exchange Board, New York, N.Y.
PUB DATE- 88
NOTE- 108p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Boston, MA, April, 1989).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Exercise; National Surveys; Older Adults; Participant Satisfaction; *Physical Therapy; *Stress Management; *Swimming
IDENTIFIERS- *Water Exercise

This survey generated a profile of a typical water exercise participant. Data include: (1) subject's medical clearance for water exercise, swimming ability, physical and related problems, reasons for participation and perceived psycho-physical benefits of water exercise; (2) techniques of monitoring water exercise intensity: kinds of flotation devices and supplies used; and (3) participation patterns in about 18 different leisure, fitness and sport activities. The stimulus for in-water exercising among this survey population (n=1,180) was "keeping fit" through all-round body conditioning, which often was accompanied by an increased sense of wellness, relaxation and social interaction. Analysis of the data suggest that different benefits are derived from water exercise for different age groups. Further, the data suggest that water exercise may well be the most important physical activity for older age groups. Recommendations for further study include investigation of water exercise programs for older populations and physical/mental rehabilitation of individuals. (Author/JD)

ED 302 524 SP 030 787

Ashburn, Elizabeth A.
Critical Issues about Teachers: A Description of OERI-Funded Research from the User's Perspective.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 76p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; *Databases; Data Collection; *Educational Resources; Information Dissemination; *Research Utilization; *Users (Information)
IDENTIFIERS- *Office of Educational Research and Improvement

This paper provides information about OERI-funded databases containing information about teachers and teaching, and offers a way of thinking about the use of these databases. It is pointed out that while the Office of Educational Research and Improvement (OERI) is committed to making its work more accessible to policy, research, and practitioner audiences, it remains difficult to gain access to information about existing and planned databases and research program agendas. An analysis is presented of effective ways to utilize information resources. It is suggested that one way to facilitate access is to organize the dissemination of the databases' potential around specific questions of interest. To demonstrate this method, questionnaires were developed on three areas of importance for professionalism in teaching: teaching activities, professional development, and qualifications. For each category, a definition is outlined, some of the significant work in the area is pointed out, and a connection is drawn between the area and its importance for professionalism in teaching. The database information for each questionnaire is presented in the appendix. (JD)

ED 302 525 SP 030 789

Setting Nationwide Objectives in Disease Prevention and Health Promotion: The United States Experience. ODPHP Monograph Series.

Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.

PUB DATE- May 87
NOTE- 50p.; Reprint from the "Oxford Textbook of Public Health," Volume 3.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disease Control; Government Role; *Health Education; *Health Promotion; *Management by Objectives; *National Programs; Needs Assessment; *Preventive Medicine; Public Health; Public Policy

A description is given of the process of setting nationwide objectives in disease prevention and health promotion. Five national public health goals for enhancing the health of the population at five major life stages are discussed: (1) infant health and mortality reduction; (2) child health and development; (3) health and health habits of adolescents and young adults; (4) improving adult health; and (5) improving health and quality of life for older adults. Priority items are identified within the categories of preventive health services, health protection, and health promotion. The development of these health objectives was undertaken in response to three perceived needs: (1) clarification of national opportunities and intentions; (2) establishment of benchmarks to which federal programs could be addressed; and (3) establishment of a process, national in character, but adaptable to facilitiating the development of local programs. This effort is discussed in the context of the procedural rationale, international experience, and some specific applications. (JD)

ED 302 526 SP 030 790

Staying Healthy: A Bibliography of Health Promotion Materials.
Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- Apr 87
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Community Information Services; *Health Education; *Health Materials; *Health Promotion; *Program Descriptions; Public Health; Research Reports; *Resource Materials; Science Materials

This guide to current information on health promotion and disease prevention topics for health professionals and community groups

describes currently available materials produced by the Department of Health and Human Services. It consists primarily of public information materials, such as booklets, fact sheets, films, and posters, but it also includes program guides for professionals and community groups and some reports on the status of health promotion and disease prevention in the United States. This third edition lists over 155 new titles and incorporates new subject categories including Acquired Immune Deficiency Syndrome, child abuse, Medicare, and pharmaceuticals. (JD)

ED 302 527 SP 030 791

Introduction to Student Assistance Programs August, 1988. Alcohol and Drug Defense Program Substance Abuse Intervention 10-Hour Training Module.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- Aug 88
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Development; Alcohol Education; *Alcoholism; Behavior Modification; *Drug Abuse; *Family Problems; *Intervention; Parent Child Relationship

A complete outline is presented of a 2-day, 10-hour training program for establishing a student assistance program dealing with the problems of alcohol and drug abuse. The sessions are presented in the following sequence: (1) registration and introductions; (2) presentation of the problem; (3) clarification of expectations and establishment of a learning contract; (4) the impact of addiction upon the individual user; (5) adolescent development; (6) the impact of chemical dependency upon the family; (7) symptoms and survival skills of children of alcoholics; (8) enabling systems; and (9) changing systems' enabling patterns. Activities, work sheets, discussion topics and demonstration charts are included for each session. A bibliography is included. (JD)

ED 302 528 SP 030 792

Evertson, Carolyn M.
Improving Elementary Classroom Management: A School-Based Training Program for Beginning the Year.
PUB DATE- Sep 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Elementary Education; *Inservice Teacher Education; Instructional Improvement; *Professional Development; Student Behavior; Teacher Effectiveness; *Training Methods; *Workshops

This study was one of a series of field experiments designed to accomplish three purposes: (1) to validate research-based principles of classroom organization and management found in correlational research to be related to instructional and managerial effectiveness in elementary classrooms (grades 1-6); (2) to determine if school district personnel and other teachers could conduct management workshops and collect data on teachers' use of the principles; and (3) to assess whether professional development workshops in classroom management could provide additional skills to teachers already trained in the state's instructional skills program. Results showed that workshops and classroom observations could be accomplished by personnel, and the experimental group exceeded the control group in use of key management principles, had better student task engagement, and had less inappropriate behavior. This study supports similar findings in secondary classrooms. (Author)

ED 302 529 SP 030 793

Stier, William F., Jr.
Fundraising and Promotional Activities for the Successful Athletic Department.
PUB DATE- 30 Jun 88
NOTE- 19p.; Paper presented at the National Convention of the Boosters Clubs of America (10th, Hartford, CT, June 30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; *Athletics; Cost Effectiveness; Donors; *Financial Support; *Fund Raising; Higher Education; Needs Assessment

A discussion is presented on how athletic administrators can develop a global athletic promotional plan for the purpose of raising funds for their programs. Such a plan should be established through a meaningful, realistic, and accurate assessment or evaluation process which identifies the needs and limitations as well as the attributes or resources of the athletic entity. The following topics are considered: (1) dealing with internal challenges; (2) integrating athletic promotional activities within the total school program; (3) questions or factors to consider in the implementation of athletic promotional activities; (5) general considerations for promotional activities; (6) specific techniques for promotional and fund-raising activities; and (7) establishment of an effective booster organization for athletics. An example is given of a successful fund-raising effort--the "reverse raffle." (JD)

ED 302 530 SP 030 800

Packard, Richard D.
Research Findings on Effective Program Design and Methodologies: Quantitative Levels of Program Acceptability by Career Ladder Placement.
Northern Arizona Univ., Flagstaff. Center for Excellence in Education.
PUB DATE- Nov 88
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Attitudes; Attitude Measures; *Career Ladders; Elementary Secondary Education; Professional Development; Program Attitudes; Program Effectiveness; *Program Evaluation; *Teacher Attitudes
IDENTIFIERS- *Arizona Career Ladder Program

Career ladder program assessment for 1988, which is being conducted by The Arizona Career Ladder Research and Evaluation Project, is in its third year of data collection, analysis, and reporting. This document presents 38 statistical tables on average scores of responses to a survey of teachers and administrators regarding levels of program acceptability as broken down by program components, districts, developmental phases and other demographic conditions. Sub-scale components include the following variables or concepts: (1) general; (2) staff development; (3) teacher evaluation; (4) peer evaluation; (5) career ladder placement; and (6) organizational climate. Demographic variables included are the following: (1) program phase; (2) district; (3) gender; (4) career ladder participation; (5) position held; (6) ethnicity; (7) teaching experience; and (9) level taught. (JD)

ED 302 531 SP 030 801

Packard, Richard D.; And Others

Educational Change and Reform. An Integrated Model for the Professional Development of Teacher Leaders.

Northern Arizona Univ., Flagstaff. Center for Excellence in Education.

PUB DATE- Nov 88
NOTE- 22p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (13th, New Orleans, LA, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; Case Studies; Change Strategies; Elementary Secondary Education; *Inservice Teacher Education; *Leadership Training; *Mentors; Peer Teaching; *Professional Development; Social Support Groups; Teacher Characteristics
IDENTIFIERS- *Arizona Career Ladder Program

This paper presents a detailed example of teachers' professional development as a part of a district's career ladder pilot-test program in Arizona. A case study describes a secondary school teacher who has been a leader in a major national and state teachers' organization. A description is given of how teachers develop intellectually and practically that covers: (1) some key characteristics of teacher leaders; (2) some common social and emotional reasons for wanting to improve and serve society; (3) a model for sequential development of higher level teacher leader skills; (4) the development of a comprehensive mentoring package; and (5) a presentation of the rationale for the higher level functions of peer coaching and clinical development. References are included as well as the table of contents for the mentoring

ED 302 532 SP 030 802

Packard, Richard D.; And Others

Research Findings on Effective Program Designs and Methodologies: Evaluating State and Local Program Impact on Professional Development and Improved Student Outcomes.

Northern Arizona Univ., Flagstaff. Center for Excellence in Education.

PUB DATE- Nov 88
NOTE- 44p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (13th, New Orleans, LA, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Action Research; *Career Ladders; Elementary Secondary Education; Evaluation Criteria; *Program Design; Program Effectiveness; *Program Evaluation; *Research Methodology
IDENTIFIERS- *Arizona Career Ladder Program

In 1985 the Arizona Legislature established a 5-year Career Ladder Program for teachers. The purpose of the pilot is to determine if student academic achievement is enhanced through recognizing and developing high levels of teacher performance and through a "promotion system based on comptence". The overall research and evaluation component, which was a formal part of the legislation, is being conducted by the Center for Excellence in Education at Northern Arizona University. This document explains the evaluation, research methodologies, designs, models and impact which this teacher-incentive program is having on staff development and improved student outcomes. In addition, it provides actual examples of "action research & program designs" in one of the pilot districts. References are included. (JD)

ED 302 533 SP 030 803

Packard, Richard D.

Educational Change and Reform: Research & Evaluation. A Focused Design To Improve Teacher Development and Student Achievement for Enhanced School Effectiveness.

Northern Arizona Univ., Flagstaff. Center for Excellence in Education.

PUB DATE- 29 Nov 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Administrator Evaluation; *Career Ladders; Educational Policy; Elementary Secondary Education; Organizational Climate; *Program Development; *Program Evaluation; School Effectiveness; State Programs; *Teacher Effectiveness; Teacher Evaluation
IDENTIFIERS- Arizona Career Ladder Program

The general purpose of the Arizona career ladder pilot project is to establish a social intervention program which will result in improvement of the professional development and effectiveness of teachers and enhance student learning. This document is a comprehensive report to the Arizona state legislature on the development and progress to date of the project. Key elements discussed include: (1) historic background of state and national educational reforms; (2) evaluative conceptualization of emerging models and patterns for successful programs; (3) a model component for continued program reform and improvement; (4) principles involving threats to change; (5) research sources and resources; (6) support factors--analysis of research variables, program evaluation and improvement, and the issue of research bias; (7) focus factors--teacher effectiveness, development and leadership, and student achievement; (8) other support factors tied to achievement--social problems, the private sector, and universities. (JD)

ED 302 534 SP 030 804

Packard, Richard D.
Educational Change and Reform: Program Designs and Structures.
Northern Arizona Univ., Flagstaff. Center for Excellence in Education.

PUB DATE- 29 Nov 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Career Ladders; Elementary Secondary Education; Evaluation Criteria; *Program Design; Program Effectiveness; *Program Evaluation; School District Autonomy; *Teacher Effectiveness
IDENTIFIERS- *Arizona Career Ladder Project

A unique aspect of the Arizona career ladder project is the fact that each district was allowed to develop its own program design at the local level; to be evaluated on its own merits; and to initiate improvements cyclicly throughout the duration of the pilot-test. This document depicts outline descriptions for each of the 15 pilot-test districts. Each district has developed its own design, tailored to local direction. However, all programs contain: (1) developmental and competency steps or levels; (2) evaluation criteria for placement based on performance, personnel involved in making evaluations, quantity of classroom observations for evaluation, and the variety of sources of performance assessment other than classroom observations; (3) plans and procedures for showing student achievement; and (4) other key components unique to each district. (JD)

ED 302 535 SP 030 805

Packard, Richard D.; Dereshiwsky, Mary I.
Research Findings on Effective Program Designs and Methodologies: Quantitative Levels of Program Acceptability by Components and Demographic Conditions.
Northern Arizona Univ., Flagstaff. Center for Excellence in Education.
PUB DATE- 29 Nov 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Attitudes; *Career Ladders; *Comparative Analysis; Elementary Secondary Education; *Program Evaluation; *School Demography; State Programs; *Teacher Attitudes; Teacher Characteristics

IDENTIFIERS- *Arizona Career Ladder Program

This report on the third year of evaluation of the Arizona career ladder research and evaluation project indicates that to a high degree, project requirements are being realized; the study is clearly determining if teachers' professional careers and instructional performance activities are enhanced by the system, and what effects these developments have on accountability for student learning. Data gathered from the study are presented on tables. They present the quantitive levels of career ladder project acceptability described on the basis of specific program components and demographic conditions. These averages are initially broken down by the following seven demographic factors: (1) gender; (2) career ladder participation; (3) position in distrct; (4) years of teaching experience; (5) degree currently held; (6) ethnicity; and (7) level taught. These dually stratified results are also aggregated across all respondents for Phase I, II, and III districts. (JD)

ED 302 536 SP 030 806

North Carolina Approved Teacher Education Programs. October, 1988.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- Oct 88
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Degrees (Academic); Higher Education; *Program Validation; State Standards; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *North Carolina

This publication presents the current approval status of the 45 public and non-public colleges and universities in North Carolina that offer programs leading to initial and advanced-level teacher certification. Specific approved programs are listed for each college or university. Also included is information on the current status of the two teacher education consortia in North Carolina. A brief description is given of the program approval process and approval criteria. Appendices contain specific information about related state requirements. (JD)

ED 302 537 SP 030 807

Smith, Ronald E.; And Others
Parents' Complete Guide to Youth Sports.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.- ISBN-0-937359-47-5
PUB DATE- 89
NOTE- 188p.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20604 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletics; Competition; Elementary Secondary Education; *Family Involvement; *Parent Child Relationship; Parent Influence; Parent Participation; *Parent Role; Participative Decision Making; *Stress Variables; *Team Sports

This book offers suggestions on what role parents should assume from the time their youngster starts youth sports through recruitment by college coaches. It offers suggestions not only to the parents of gifted athletes but also to parents who have children of average athletic ability. It provides helpful information about parenting young athletes at all levels. Athletics can be either a very enjoyable experience for parents and athletes, or a source of tension for both. Information and guidelines are provided for decision making that can help make youth sports an enriching experience for all. (JD)

ED 302 538 SP 030 808

Etheridge, Carol Plata
Socialization on the Job: How Beginning Teachers Move from University Learnings to School-Based Practices.
Memphis State Univ., TN. Center of Excellence in Teacher Education.
PUB DATE- Nov 88
NOTE- 43p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 1988).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); *Beginning Teachers; Behavior Change; Secondary Education; Secondary School Teachers; *Socialization; *Student Behavior; Teacher Behavior; *Teacher Student Relationship; Teaching Conditions; Urban Schools

How beginning secondary schools teachers shift from university-based to school-based practices was investigated. Thirty-one subjects were followed over a 3-year period through their preparation programs and into their second teaching year. Findings suggested that beginning teachers use conscious selection, processing, and use of information for the purpose of establishing for practical purposes professional beliefs and practices. Rationalizing compromise between preferred practices and choosing the path of least resistance is characteristic of this strategic adjustment. Specific kinds of school factors such as non-responsive or disruptive students, were associated with teachers' modification or setting aside of university learnings. Findings also suggested that beginning teachers who taught large numbers of non-achieving or culturally different students in urban schools came to use these students a role models, implying reverse socialization. (JD)

ED 302 539 SP 030 811

Bryk, Anthony S.; Driscoll, Mary Erina
The High School as Community: Contextual Influences and Consequences for Students and Teachers.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 78p.
GRANT- G-008690007
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Collegiality; *Group Unity; *High Schools; Morale; Organizational Climate; Research Methodology; *School Organization; Secondary Education; *Social Values; Student School Relationship; Teacher Student Relationship

This study developed an index of communal school organization and used this measure to focus on specific features of high schools as social organizations. The philosphical and social perspectives of the school as a community are explored, focusing on the school as a social organization consisting of cooperative adults who share a common purpose and where daily life for both adults and students is informed by shared values and a common agenda of activities. The positive relationship between parents and school staff provides important support for school aims. The "High School and Beyond" data base and results from the Administrator and Teacher Survey (ATS), provided the core data for this analysis of the school as a community as reflected by teacher behavior and expectations for student achievement and behavior, and the possible consequences of a communal school organization on students. A discussion of the results is augmented by tables displaying the data used in the study. (JD)

ED 302 540　　　　　　　　SP 030 814

Requirements for Teacher Education and Certification.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 88
NOTE- 87p.; For earlier study, see ED 271 407.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Credentials; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Required Courses; *State Standards; *Teacher Certification; *Teacher Qualifications; *Trade and Industrial Teachers
IDENTIFIERS- *South Carolina

This document sets forth the requirements for teacher education and certification for the State of South Carolina. There are four sections: (1) certification and credentialing requrements; (2) requirements for additional areas of certification; (3) requirements for initial certification at the advanced level; and (4) requirements for trade and industrial certification. Appended are: (1) minimum required scores on appropriate teaching area examinations; (2) basis for determining class of trade and industrial certification to be issued--summary; and (3) areas of certification and certification codes. (JD)

ED 302 541 SP 030 815

Recruitment and Support of Minorities in Teacher Education Programs.

New York State Education Dept., Albany.

PUB DATE- Sep 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Elementary Secondary Education; Higher Education; *Minority Group Teachers; Rural Schools; School Holding Power; *Social Support Groups; *State Aid; Student Financial Aid; *Teacher Education Programs; Teacher Placement; *Teacher Recruitment; Two Year Colleges; Urban Schools
IDENTIFIERS- *New York

This publication was prepared to offer recommendations and strategies both at the state and college level specific to the recruitment, retention, and placement of minorities in teaching. A recommendation which both state and college levels need to implement as soon as possible is early identification of students who express interest in teaching. The state should establish and fund programs to identify minority students in elementary and secondary public schools who might be interested in teaching. Cooperating with colleges and universities, the state should consider additional financial support of these institutions for improving recruitment and completion rates of minorities and their successful completion of certification requirements. Colleges and universities should also work closely with elementary and secondary schools to identify potential teachers and provide them with experiences which expose them to the opportunities in teaching. Articulation between two- and four-year colleges is also recommended. (JD)

ED 302 542 SP 030 816

The Induction of Preschool and Kindergarten Teachers in Queensland: The Views of Beginning Teachers.
Queensland Board of Teacher Education, Toowong (Australia).

PUB DATE- Aug 88
NOTE- 46p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Foreign Countries; *Preschool Education; *Primary Education; Social Support Groups; *Teacher Attitudes; *Teacher Orientation
IDENTIFIERS- *Australia (Queensland); *Beginning Teacher Induction

This report presents the results of a survey questionnaire of beginning teachers who started duty in Queensland preschools or kindergartens in 1987. A brief summary is given of the literature on induction and beginning teachers, and a description provided of the organization of early childhood education in Queensland. At the beginning of the year, the areas in which the largest proportion of first-year teachers expressed confidence were interacting with children, communicating with parents, and program planning. However, they wanted help in programming as well as administration and strategies for interacting with particular children. A need was felt for assurance and moral support, especially at the start of their teaching careers. As the year progressed, teachers tended to become more concerned with task-oriented and child-oriented issues and less concerned for their personal security. The study indicated that the needs of a majority of beginning teachers were being met. The most frequent sources of help were advisory teachers, the director or teacher-in-charge of the center, and aides or assistants. Recommendations are made for improving the induction of beginning preschool teachers. (JD)

ED 302 543 SP 030 817

Research By Teacher Educators in Queensland 1986-87.

Queensland Board of Teacher Education, Toowong (Australia).

PUB DATE- Jun 88
NOTE- 102p.; Symposium at Kelvin Grove Campus, Brisbane College of Advanced Education (Queensland, Australia, November 20, 1987).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Research; *Experimenter Characteristics; *Financial Support; Foreign Countries; Higher Education; Needs Assessment; *Researchers; *Research Projects; Teacher Education; *Teacher Educators
IDENTIFIERS- *Australia (Queensland)

This monograph reports on a study carried out by the Board of Teacher Education into the amount and nature of research undertaken by Queensland teacher educators and the forms of support available for this research. It was anticipated that the information would be useful in helping to identify major trends in teacher education research and making proposals on the question of funding. Study data were collected by means of a quesionnaire survey of teacher educators in Queensland. A summary of survey results was prepared for a research symposium convened in November 1987. The first part of the report describes the study in context and presents the findings of the questionnaire survey. Part B summarizes the proceedings of the symposium. The quesionnaire forms and all tables of results referred to in the text are appended. Lists of the symposium participants and the names of members of the research committee are also appended. (JD)

ED 302 544 SP 030 818

Research Grants Series No. 4.
Queensland Board of Teacher Education, Toowong (Australia).
PUB DATE- Apr 88
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Educational Research; Elementary Secondary Education; Foreign Countries; Grants; Higher Education; *Instructional Development; *Mathematics Instruction; *Teacher Education Curriculum; Teacher Orientation; Teaching Styles
IDENTIFIERS- *Beginning Teacher Induction; *Reflective Teaching

This monograph presents abstracts of research studies conducted with the support of grants provided by the Queensland Board of Teacher Education. The following studies are summarized: (1) "The Effectiveness of Induction Programs for Beginning Teachers in Queensland State Primary Schools" (Elspeth Davis); (2) "The Development and Validation of an Instructional Guide for Teaching of Academic Skills in the Primary Grades" (Barry A. Fields); (3) "Pathways and Barriers to Reflective Teaching in an Initial Teacher Education Program" (Jenny Gore and Leo Bartlett); (4) "Use Made of Key Elements of Secondary Mathematics Curriculum Units by Graduates of Brisbane College of Advanced Education during Their First Year of Teaching" (Robert Peard); and (5) "An Evaluation of Bachelor of Education Curriculum Studies" (Ian M. Whelan). (JD)

ED 302 545 SP 030 820

McNelis, Mary J.; Etheridge, Carol P.
Beginning Teacher Practices: Comparison of Graduates from Two Models.
PUB DATE- Nov 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Comparative Analysis; Higher Education; *Instructional Development; *Instructional Systems; *Internship Programs; Preservice Teacher Education; Secondary Education; *Secondary School Teachers; *Teaching Methods
IDENTIFIERS- *Tennessee Instructional Model

In 1985, Memphis State University designed and implemented two fifth-year internship programs for Arts and Science graduates wanting to become secondary teachers. The 12- and 15-month programs, though packaged slightly diffferently, provide future teachers with the necessary skills for survival in the beginning teaching years and beyond. The program teaches effective teaching strategies as applied in the Tennessee Instructional Model (TIM), and selected strategies from Adler's Paidiea, the Florida model, and Joyce and Weil. In the phased internship, students are placed in public school classrooms with classroom teachers to observe, advise, and evaluate them. In the immersion internship, the students serve as regular teachers with a reduced teaching load of three classes. During the internships, the interns are encouraged to try, revise, and assess their use of the various instructional strategies. This paper assesses the degree to which the graduates of the internship programs used the various teaching practices and behaviors, especially those associated with the TIM model. (JD)

ED 302 546 SP 030 821

Huling-Austin, Leslie
A Synthesis of Research on Teacher Induction Programs and Practices.
Southwest Texas State Univ., San Marcos.
PUB DATE- 7 Apr 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Collegiality; Elementary Secondary Education; Mentors; *Research Reports; *Teacher Improvement; *Teacher Orientation; Teacher Placement
IDENTIFIERS- *Beginning Teacher Induction

This paper identifies and synthesizes findings from data-based research on teacher induction programs and practices. In order to be included in the synthesis the studies must have been: (1) data-based; (2) conducted on beginning teachers in an induction program; and (3) reported since 1977. A total of 17 studies were included in the synthesis. Findings are organized around five common goals of teacher induction: (1) to improve teaching performance; (2) to increase the retention of promising beginning teachers during the induction years; (3) to promote the personal and professional well-being of beginning teachers; (4) to satisfy mandated requirements related to induction and certification; and (5) to transmit the culture of the system to beginning teachers. As this synthesis reflects, there is research data to support that induction programs can be successful in achieving each of the five stated goals. In addition, the studies collectively include important findings about four other points: (1) the need for flexibility in induction programs; (2) the important role of the support teacher; (3) the importance of placement in beginning teacher success; and (4) the need to educate the profession (as well as the public) about teacher induction. (JD)

ED 302 547 SP 030 824

Bradford, Virginia M.
Confusion in Education: Teachers' Issues Regarding Human Immunodeficiency Virus (HIV) Infection in the Classroom.
PUB DATE- 88
NOTE- 30p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Acquired Immune Deficiency Syndrome; Civil Rights; Communicable Diseases; *Curriculum Development; Elementary Secondary Education; Ethics; *Health Education; *Legal Problems; Public Health; *School Responsibility

A discussion is presented on the problems and conflicts that arise over the question of admitting children with Human Immunodefiency Virus (HIV) to the school classroom. Legal, educational, and ethical questions are involved, including the applicability of federal statutes regarding the handicapped, the right to confidentiality, public safety, and health education. These issues are addressed through an examination of the literature on education, bioethics, and law. While common law guarantees the right to an education, the state may impose certain restrictions to protect public health. However, federal statutes regarding the handicapped provide HIV-infected children with access to regular classrooms, and privacy and confidentiality are safeguarded by federal statute. Drawing from commentary from 1981 to the persent, a sound structural basis for curriculum development for education on HIV and acquired immune deficiency syndrome (AIDS) is considered. This includes suggestions for content, program evaluation and an ethical framework for balancing parental rights with public health rights. (JD)

ED 302 548   SP 030 825

Cellucci, Philomena M. C.; Ragland, G. G.
Competency Evaluations of Prospective Special Education Teachers.
PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperating Teachers; Evaluation Methods; Higher Education; *Program Effectiveness; *Program Evaluation; Self Evaluation (Individuals); *Special Education Teachers; *Student Teacher Evaluation; *Teacher Education Programs

A study was undertaken to consider existing, as well as hitherto untried methods, to measure competencies of student teachers in the special education fields and to assess the effectiveness of teacher training programs. The survey, conducted at a university in the Southeast, compared the self-evaluations of 32 undergraduate special education student teachers with evaluations by their cooperating teachers. Both groups were provided with a rating scale of listed competencies designed to measure their perceptions of skills and needs. Tabulation of the ratings should provide the basis for improved evaluation tools, and a review of the answers relating to areas of program strengths and weaknesses should aid teacher training institutions in their future planning. Additional research is recommended. (Author/JD)

ED 302 549 SP 030 840

Schram, Pamela; And Others
Changing Mathematical Conceptions of Preservice Teachers: A Content and Pedagogical Intervention.
National Center for Research on Teacher Education, East Lansing, MI.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Concept Formation; Elementary Education; *Elementary School Teachers; Higher Education; *Mathematics Instruction; Preservice Teacher Education; *Problem Solving; Small Group Instruction; *Teaching Methods

Leaders in mathematics education are calling for a reorganization of the mathematics curriculum around concept development and problem solving. For many elementary teachers, the limitations of their knowledge about mathematics and teaching mathematics constrains their ability to teach conceptually. If prospective elementary teachers are to overcome these limitations, they must have opportunities in their teacher preparation programs to deepen their knowledge about the nature of mathematics, children's mathematics learning, and instructional practices that promote conceptual understanding. This study examines the piloting of a sequence of innovative mathematics courses for undergraduate education majors. These courses emphasize the conceptual foundations of mathematics and actively engage prospective elementary teachers in making sense of mathematical situations. The main question informing the study is, What is the nature and extent of changes in the knowledge about mathematics, mathematics learning, and mathematics teaching among students as a result of these courses? Results from this study suggest that change in two important areas occurred in student thinking about mathematics as a consequence of this intervention: a change in students' conception of what mathematics is and a change in their perception of what a mathematics class is like and in their knowledge of how mathematics is learned. (Author)

ED 302 550 TM 012 448

Potter, Lance; Sjoerdsma, Ronald
Elementary Education Licensure Examinations for the '90s.
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Certification; Educational Assessment; Elementary Education; *Knowledge Level; *Licensing Examinations (Professions); Multiple Choice Tests; Occupational Tests; Preservice Teacher Education; Professional Education; State Programs; *Teacher Certification; Teaching Skills; Testing Programs; Videotape Recordings
IDENTIFIERS- *Connecticut; *Elementary Education Certification Examination; Teacher Candidates

The effort to make the Connecticut Elementary Education Certification Examination (EECE) reflect the skills and knowledge essential to successful beginning teaching is described. This instrument is planned as part of an assessment system being created by the Connecticut State Department of Education. The first element of the program is a basic skills examination in reading, writing, and mathematics, administered in the undergraduate program. The second element--the EECE--is given to those who have passed a basic skills exam, have a degree, and have completed of a teacher education course as a prerequisite to an initial teaching certificate. The EECE underscores the importance of subject matter (SM) knowledge, but recognizes that in the classroom, SM is fused with pedagogy. Thus, the integration of SM and pedagogical knowledge is evaluated with classroom-relevant materials that allow examinees to make decisions that closely reflect demands of teaching. SM knowledge and integrated knowledge of subject and pedagogical techniques are assessed through materials-based test items that include multiple-choice questions. Pedagogical knowledge is assessed by traditional multiple-choice items and videotaped stimulus items. A completed trial videotape includes 11 test items; these simulations allow examinees to make observations and decisions that approximate teaching demands. A flowchart illustrates the program structure. (SLD)

ED 302 551 TM 012 452

Bates, Percy; And Others
Teaching Children To Be Test Wise.
Michigan Univ., Ann Arbor. School of Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Board of Education Policy; *Educational Opportunities; Educational Policy; Elementary Secondary Education; *Equal Education; *Minority Groups; Newsletters; Problem Solving; State Departments of Education; *Test Coaching; Testing Problems; Test Wiseness
IDENTIFIERS- *Programs for Educational Opportunity

Test-wiseness is discussed in the newsletter of Programs for Educational Opportunity (PEO), a combined race, gender, and national origin desegregation assistance center providing technical information to eligible public schools in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. PEO is based on the belief that specific teaching of test taking skills to help students become more test wise will expand the educational opportunities of all students. After an introduction by Percy Bates, the following papers are provided: (1) "Tribute to Dr. Charles D. Moody, Sr" (Bob Croninger); (2) "An Interview with Irving P. McPhail" (Elizabeth M. Mimms); (3) "What Some States and Districts Are Doing" (Elizabeth M. Mimms); (4) "Test-Wiseness Training: One District's Experience" (Iva A. Smith); (5) "Who Needs To Be Test Wise?" (Bob Croninger); and (6) "A Test-Wiseness Primer" (D. Groves Dugger). Ten services in the area of testing are listed. (SLD)

ED 302 552 TM 012 493

Wilde, Judith Busch; And Others

Survey Research: Why Respond?

SPONS. AGENCY- New Mexico Univ., Albuquerque.
PUB DATE- Apr 88
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Data Collection; Evaluation Methods; Higher Education; *Incentives; *Mail Surveys; *Questionnaires; *Research Methodology
IDENTIFIERS- Monetary Incentives; *Response Rates (Questionnaires)

The effects of several variables and incentives on response rates for surveys were studied in a population of instructors at state-supported colleges in New Mexico and employees at a national laboratory. A survey instrument was developed on the subject of response to surveys. Short and long versions were mailed under cover letters signed by individuals of varying academic status. One of six incentives was included, offering various combinations of a 50-cent reward, a stamped self-addressed envelope (SASE), and an entry for a $50.00 drawing. Out of a total of 426 questionnaires mailed, 197 usable questionnaires were returned, for an overall response rate of 46.95%. Length of survey, institution employing the respondent, and status of researcher had little influence on return rate. The "in hand" monetary incentive had the highest return rate (63.9% with a SASE); no incentive had the lowest. Overall, the likelihood of return increased with increasing effort by the researchers and decreased with increasing respondent effort. The effort researchers put into developing an instrument may be more important than previously thought. Presentation style may encourage subjects to respond even when they are not particularly interested in the study topic. Five tables present response data. (SLD)

ED 302 553 TM 012 536

Phillips, D. C.
Philosophical Issues in Educational Research: Is There Room for Truth in the Soft Sciences? Research Seminar and Workshop Series.
Western Australian Inst. of Technology, Bentley. Faculty of Education.
REPORT NO.- ISBN-0-909848-69-6
PUB DATE- 86
NOTE- 21p.
AVAILABLE FROM- Faculty Secretary, Faculty of Education, Western Australian Institute of Technology, Bentley 6102, Australia ($10.00; check payable to "Research Seminar and Workshop Series").
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Philosophy; *Educational Research; Evaluation; *Naturalism; *Philosophy; Qualitative Research; Seminars; *Social Science Research; Theory Practice Relationship; Workshops

Many in the research community no longer believe that a naturalistic social science is possible. A social science based on the model of the physical sciences seems unattainable. Relativistic views are becoming common; it is often said that what is true depends on what different theoretical frameworks will be confronted by different realities. A brief summary of the intellectual factors in the evolution of this "new philosophy" of science shows that the scientist now has much in common with the evaluator in that nothing is safe from reinterpretation and reanalysis. Examination of the work of several qualitative methodologists shows that their attempts to do away with truth as a regulative ideal are not successful. Although truth may be impossible to achieve, striving for it is worth the effort. An analysis of the strengths and weaknesses of the hermeneutical case against naturalistic research results in a conclusion that, although interpretation plays a central role in the social sciences, this does not mean the complete demise of naturalistic social science. (SLD)

ED 302 554 TM 012 537

Stoel, W. G. R.; Scheerens, J.

The Validity of Characteristics of Effective Schools across Contexts and Nations.

PUB DATE- Apr 88

NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Comparative Analysis; *Comparative Education; *Cross Cultural Studies; Educational Environment; Educational Quality; Elementary Secondary Education; *Foreign Countries; Instructional Effectiveness; Instructional Leadership; International Studies; Outcomes of Education; *School Effectiveness; Student Evaluation; *Validity

IDENTIFIERS- *Context Effect; Netherlands

An inventory was made of reliable characteristics of effective schools within and across contexts, including a comparison of results of effective-schools research from different nations. A five-factor model of school effectiveness is discussed, which gives the following characteristics: (1) academic goal consensus; (2) safe and orderly climate; (3) strong instructional leadership; (4) high expectations for student achievement; and (5) frequent evaluation of student progress. This model is mainly based on research from the United States. An examination of the Dutch school system and review of studies of school effectiveness in the Netherlands do not support this five-factor model. There was no relation between the characteristics of effectiveness in Anglo-American schools and student dropout rates. The evaluative potential of a school is one characteristic that appears valid across contexts. It is evident that contextual effects must be taken into account in conducting and analyzing research in school effectiveness. A multiple level of school effectiveness should be the conceptual background of individual studies. One figure illustrates the secondary educational system in the Netherlands, and six tables present data descriptive of Dutch school effectiveness. (SLD)

ED 302 555 TM 012 542

Sullivan, Arthur P.; And Others

Making a Difference: Evaluation of the Substance Abuse Prevention and Intervention Programs in the New York City Schools, 1985-1987. Final Report.

PUB DATE- Oct 87
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Drug Abuse; *Drug Education; Elementary Secondary Education; Health Education; *Intervention; Outcomes of Education; *Prevention; Program Effectiveness; Program Evaluation; School Districts; Self Esteem; Semantic Differential; *Student Attitudes; Student Behavior; *Substance Abuse; *Urban Schools
IDENTIFIERS- New York City Board of Education

Drug abuse programs in New York City schools were evaluated to determine their natures, whether they met the needs of students, and the outcomes realized. Programs have been in operation for 15 years. Students selected from 32 programs were given pretests with posttests after participation. Three instruments were used. Valid matched testings were obtained for 1,799 elementary and secondary students. Twenty-seven variables were identified as quantifying program effectiveness. Of these, 14 were cognitive, representing significant changes in attitudes or more complex thinking processes related to substance abuse. The school district drug abuse prevention programs were found to have a significant impact on some participants. Attitudes, complex cognitions about authority and family, and behaviors were affected in ways that reduced the frequency or likelihood of drug use. Significant beneficial change was noted for 30% of the students. Needed improvement is suggested by the fact that 70% were unaffected by participation. The evaluation also resulted in establishment of a data bank of baseline information and the instrumentation for assessing program effectiveness. Nine graphs provide city-wide and district-wide data. District findings are summarized in 63 tables. (SLD)

ED 302 556 TM 012 543

Eissenberg, Thomas E.; Rudner, Lawrence M.

State Testing of Teachers: A Summary of Current Practices. ERIC Digest No. 1.

American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 88
NOTE- 3p.
CONTRACT- RI-88-062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Entrance Examinations; Higher Education; *Licensing Examinations (Professions); Scores; State Norms; *State Programs; State Standards; *Teacher Certification; Teacher Education; *Testing Programs
IDENTIFIERS- Fact Sheets; *Teacher Competency Testing

A brief overview of the status of state programs designed to assess teacher competency is provided. Tests commonly used by states include tests of persons who apply to educational programs (admissions tests) and tests for graduates of teacher education programs (certification tests). Admissions tests are used by 24 states, while certification tests are used by 36 states. Most states rely on nationally developed tests, rather than designing tests of their own. Admissions tests help states screen people before they enroll in teacher education programs. Certification tests assess basic skills, professional skills, and subject knowledge. Tabulated data arranged by state (all 50 states, excluding the District of Columbia) on the current status of admissions and certification testing are included. (TJH)

ED 302 557 TM 012 544

Rudner, Lawrence M.; Dorko, Kathryn
Finding Information about Standardized Tests. ERIC Digest No. 2.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 88

NOTE- 3p.
CONTRACT- RI-88-062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; *Aptitude Tests; Books; Educational Testing; *Information Retrieval; *Online Systems; *Standardized Tests; *Test Reviews
IDENTIFIERS- Fact Sheets

An annotated list of 11 books, guides, and online information retrieval systems that describe available standardized aptitude and achievement tests, test reviews, databases, and other sources of testing information is provided. The list is designed to help in the identification of useful standardized tests. (TJH)

ED 302 558 TM 012 545

Boyd, Ronald T. C.
Improving Your Test-Taking Skills. ERIC Digest Number 101.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 88
NOTE- 3p.
CONTRACT- RI-88-062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Essay Tests; High Schools; *High School Students; Multiple Choice Tests; Student Behavior; *Study Skills; *Test Coaching; Test Wiseness
IDENTIFIERS- Fact Sheets

Techniques to enable high school students to improve their test performance are briefly outlined. The techniques cover pre-test preparation, strategies for use during test administration, and special skills for multiple-choice and essay tests. An advantage of students practicing their test-taking skills is that it will help them manage the anxiety that often accompanies tests. Good test-taking skills also help ensure that students' test scores reflect what they actually know. (TJH)

ED 302 559 TM 012 546

Eissenberg, Thomas E.; Rudner, Lawrence M.

Explaining Test Results to Parents. ERIC Digest Number 102.

American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Sep 88

NOTE- 3p.

CONTRACT- RI-88-062003

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Elementary Secondary Education; Grade Equivalent Scores; *Parent School Relationship; *Scores; *Standardized Tests; *Teacher Role; *Test Interpretation; *Test Results

IDENTIFIERS- Fact Sheets; Percentile Ranks

Guidelines for explaining standardized test results to parents of students are provided. More specifically, the guidelines cover rationales for testing, the various types of scores and their meanings, and means of interpreting scores. Scores covered include stanine scores, percentile scores, and grade-level equivalent scores. The importance to parents of learning who else takes the same test(s) as do their children is also considered. Test results provide teachers and parents with a powerful way of checking whether their students and children, respectively, are working to their full potential. A short bibliography is included. (TJH)

ED 302 560 TM 012 556

Tucker, Null A.
Collecting and Using Staff Performance Information for School Improvement.

PUB DATE- Apr 88
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Evaluation; Communication Skills; *Counselor Evaluation; County School Districts; Data Collection; Decision Making; Educational Environment; Educational Improvement; Elementary Secondary Education; Ethics; *Evaluation Utilization; Expectation; Interpersonal Competence; Leadership Qualities; Performance; *Personnel Evaluation; *Principals
IDENTIFIERS- DeKalb School District GA; *Performance Based Evaluation; *Profile for Assessment of Leaders

Use of multiple data sources for evaluation of faculty performance by the DeKalb County (Georgia) School System is described. Focus is on two evaluations, the administrator evaluation and the counselor evaluation; the former has been employed longer than any other component of the evaluation system, while the latter is scheduled for its second administration this spring. The Profile for the Assessment of Leaders (PAL), used with administrators, covers interpersonal skills, communication skills, decision-making, planning and organization, supervision and evaluation, professional improvement, time management, level of expectations, and school climate. Each assessor responds to each behavior listed by marking "observed" or "not observed" on an answer sheet. One assessment of PAL indicated that secondary teachers whose principals scored highly on the PAL had fewer class disruptions and, as was found with elementary teachers, generally felt better about teacher-principal relations. Data from students also support the validity of PAL assessments. The process for evaluating counselor performance, which was similar to that used with principals, covered relating to others, communication, professionalism and ethics, planning and implementation, and level of expectations. (TJH)

ED 302 561 TM 012 557

McNeil, John D.
The National Teaching Standard: Route to Rigor Mortis.
PUB DATE- 87

NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Testing; Higher Education; *National Competency Tests; *Teacher Certification; Teacher Education; Teaching Skills
IDENTIFIERS- *National Board Examinations; *National Board Professional Teaching Standards; National Standards

The actions of the National Board for Professional Teaching Standards with regard to national teaching standards and an associated examination are critiqued. The board was established on the basis of a recommendation by an advisory council of the Carnegie Forum on Education and the Economy. The board, which is composed of politicians, business executives, teacher unionists, and teachers, was approved in 1987. A view of a board-like assessment examination has been outlined by L. S. Shulman and G. Sykes (1986). The examination would present "obscure topic" exercises in which candidates read unfamiliar material and transform the content so that it is appropriate for teaching. The test would also involve adaptation of lessons to students of different backgrounds, interactive computer-based simulations, and computer-controlled laser disks with random access for assessing how the candidate responds to classes that are about to experience a crisis. The analysis of the Sykes and Shulman proposal also covers test content and the proposal's concept of teaching. It is concluded that the proposal represents a threat to institutional variation, premature formalization of teaching, and an implicit bias against students with minority backgrounds. (TJH)

ED 302 562 TM 012 560

Osterman, Dean; And Others
The Feedback Lecture. Idea Paper No. 13.
Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.
PUB DATE- Jan 85
NOTE- 5p.; Document is printed in colored ink on colored paper, and contains small type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; College Instruction; *Feedback; Higher Education; *Lecture Method; Listening Skills; Notetaking; *Programed Instruction; *Small Group Instruction; *Study Guides; Study Skills

The feedback lecture represents an attempt to address problems affecting traditional classroom lecture techniques. Typical complaints associated with the latter include boredom, one-way communication, problems with notetaking, pacing problems, lack of guidelines and outlines, lack of enthusiasm and student involvement, and an overload of detail to the detriment of supporting concepts. Prior to the proposed feedback lecture, student receive a study guide. During the lecture, which involves a short presentation by the teacher followed by small-group discussion among the learners, students are guided by outlines and teacher notes. The technique, an outgrowth of programmed instruction, is based on classification of learners according to those inclined toward innovation, analysis, common sense, or dynamism. It appears that feedback lectures help students to develop study skills that permit efficient comprehension, storage, recall, and application of textual material. Instructional objectives, lecture outlines, post-lecture activities, and guided notetaking are central to the technique. Two case studies and a study guide for listening and notetaking are included. (TJH)

ED 302 563 TM 012 563

Holt, Judith A.; Macready, George B.
Comparison of Maximum Likelihood and Pearson Chi-Square Statistics for Assessing Latent Class Models.
PUB DATE- 88
NOTE- 37p.; Paper presented at the Annual Joint Statistical Meetings (New Orleans, LA, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; *Comparative Analysis; *Estimation (Mathematics); *Goodness of Fit; *Maximum Likelihood Statistics; *Sample Size; Simulation
IDENTIFIERS- Binomial Distribution; Dichotomous Variables; *Latent Class Models

When latent class parameters are estimated, maximum likelihood and Pearson chi-square statistics can be derived for assessing the fit of the model to the data. This study used simulated data to compare these two statistics, and is based on mixtures of latent binomial distributions, using data generated from five dichotomous manifest variables. Data were generated for a two-class unconstrained model and a three-class constrained model. Data were also generated under three independent variables--sample size and two parameters that define latent class models (conditional response probability and latent class proportion). Parameters were estimated for the generation models and a series of subsumed and subsuming models. Maximum likelihood and Pearson chi-square statistics were derived for each estimation. Distributions of fit statistics were produced by 1,000 replications. For each distribution of statistics, the overall fit to the appropriate chi-square distribution was assessed. In addition, the mean, variance, and tail weights were examined. The distributions of the statistics varied according to the parameter values of the models and the type of models estimated. When the estimated model accurately reflected the data, the Pearson statistic was generally distributed as a chi-square for both large and small samples, while the maximum likelihood statistic was distributed as a chi-square only at the large sample size. Fourteen tables of supporting statistics are included. (Author/TJH)

ED 302 564 TM 012 564

Stanley, Sarah J.

A Convergence or Divergence? The Evolving Evaluation Advice of Scriven, Stake, and Patton.

PUB DATE- 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitudes; *Educational Assessment; Educational Philosophy; Elementary Secondary Education; Evaluation; *Evaluation Utilization; Evaluators; *Theories
IDENTIFIERS- *Theoretical Orientation

This paper considers the manners in which three evaluation theorists may have altered their views regarding two major evaluation-related issues under consideration during the past 20 years. The theorists are Michael Scriven, Robert Stake, and Michael Patton, who are characterized as the philosopher-evaluator, responsive-evaluator, and utilization-focused evaluator, respectively. The issues under consideration concern: (1) the extent to which results of educational evaluations should be directed to single, as opposed to multiple, audiences; and (2) the degree to which educational evaluations should be attentive to the likelihood that the results will be used by decision-makers. Although at the outset of their influence on the evaluation community their positions on the two questions could be easily distinguished, the theorists' views have since converged toward the same goals. Mutual influences are apparent in the development of the theorists' views on both issues. (TJH)

ED 302 565 TM 012 566

Byrne, Barbara M.

Adolescent Self-Concept, Ability Grouping, and Social Comparison: Reexamining Academic Track Differences.

PUB DATE- Aug 88
NOTE- 35p.; Paper presented at the Annual Meeting of the American Psychological Association (Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; Academic Aptitude; *Adolescents; Comparative Analysis; English; *Factor Structure; Foreign Countries; Grade 11; Grade 12; High Achievement; High Schools; *High School Students; Low Achievement; Psychometrics; Secondary School Mathematics; *Self Concept; *Track System (Education)
IDENTIFIERS- Canadians; Covariance Structural Analysis; Latent Structure Analysis; LISREL Computer Program; *Social Comparison

Covariance structural analyses (LISREL) were used to examine latent mean differences in general self-concept (SC), academic SC, English SC, and mathematics SC between low-track and high-track high school students. The study report is preceded by a theoretical model of adolescent self-concept and discussions of academic track as a social referent and as a basis for social comparison. Study subjects included 248 low-track and 582 high-track students in grades 11 and 12 enrolled in two suburban high schools in suburban Ottawa (Canada). Assumptions of invariant SC measurements and structure were tested prior to the analysis of latent mean structures. Twelve self-report SC instruments were used in the study. Findings reveal significant differences in academic, English, and mathematics SCs only. Inconsistencies in measurement and structure of SC across track were also found. Findings illustrate the possible interplay of compensatory factors in the formation of SC, and indicate that low-ability students place more importance on their social and/or physical competencies, rather than on their academic competencies. A 49-item list of references and three data tables are included. (TJH)

ED 302 566 TM 012 568

Henfield, Paul; Balmaceda, Madeline
Teacher Licensing: Local versus National Approaches.
PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, April 1988).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Licensing Examinations (Professions); *National Programs; Occupational Tests; *Teacher Certification; *Test Construction; Testing Programs; Test Items
IDENTIFIERS- National Teacher Examinations; New York City Board of Examiners; Pre Professional Skills Tests

The comprehensive testing program used by the New York City Board of Examiners to develop tests for licensure of teachers is compared with national approaches to licensing. The first step in developing a licensing examination in New York is thorough job analysis leading to the preparation of task statements. These are used to develop lists of knowledge, skills, and abilities for the job. The blueprint for the examination is developed from these lists. Written tests are prepared and validated by subject matter experts. Interview tests are also developed and performance tests are prepared for some areas. These results are evaluated on an item-by-item basis to identify problems with the test. On the national level, paper-and-pencil tests are the most prevalent approach, with the Pre-Professional Skills Test (PPST) and the NTE Core Battery the most commonly used. Misuse of NTE scores has been the subject of much recent discussion. It is recommended that a written test not be the sole assessment instrument for teacher selection. (SLD)

ED 302 567 TM 012 569

Cashin, William E.
Student Ratings of Teaching: A Summary of the Research. IDEA Paper No. 20.
Kansas State Univ., Manhattan. Div. of Continuing Education.
PUB DATE- Sep 88
NOTE- 7p.
AVAILABLE FROM- Center for Faculty Evaluation and Development, Division of Continuing Education, Kansas State University, Manhattan, KS ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Bias; College Faculty; *College Students; *Educational Research; Evaluation Criteria; Factor Analysis; Higher Education; Literature Reviews; *Professors; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teacher Evaluation
IDENTIFIERS- Rater Reliability

Conclusions of major reviews of the literature on student ratings of college teachers are summarized for the period 1971 to September 1988. Several factor analytic studies have concluded that student ratings are multidimensional and that no single item will be useful for all purposes. Consistency, stability, and generalizability are aspects of reliability generally discussed. The validity of student rating forms has been defined in terms of student learning, through the self-ratings of the instructor, and through the ratings of others. In spite of widespread faculty concern, research has shown relatively few sources of bias in student ratings of teachers. Some relationships that may bias student rating data include: (1) faculty rank; (2) expressiveness; (3) student motivation; (4) expected grades; (5) course level; (6) academic field; (7) workload or difficulty; (8) ratings that are not anonymous; (9) presence of the instructor as the rating is made; and (10) purpose of the ratings. In general, student ratings have been found reliable, valid, and relatively free of bias. (SLD)

ED 302 568 TM 012 571

Cousins, J. Bradley
Performance Improvement as Problem Solving: Principals' Use of Information Concerning Their Own Performance.
PUB DATE- Apr 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Decision Making; Elementary Secondary Education; *Evaluation Utilization; Foreign Countries; Information Utilization; *Job Performance; Parent Attitudes; *Performance Factors; Predictor Variables; *Principals; *Problem Solving; *Professional Development
IDENTIFIERS- Canadians

The ways in which principals use performance appraisal data for personal professional development, the characteristics of those who use such information, and the features of performance appraisal systems and decision contexts that are predictors of appraisal use were studied through a series of interviews at four sites (two with high appraisal users and two with low appraisal users). In all, 37 administrators, vice principals, and parents were interviewed. In general, the use of performance appraisal data was low to moderate. The positive nature of communication of appraisal results and the congruence of these results with principals' expectations had moderate positive influences on the use of data in decision making. Also important were decision context variables corresponding to principals' experiences and knowledge, and the significance of the decision. Motivation for professional growth and attitude toward the appraisal were the most influential factors on learning about performance improvement. Appraisal systems for principals who are expert problem solvers might concentrate on improving aspects of the appraisal itself. Systems for moderately effective principals might be better concerned with decision setting variables that negatively influence use. (SLD)

ED 302 569 TM 012 572

Cousins, J. Bradley; And Others
Safeguards against the Misuse of Instruments for the Selection and Appraisal of School Administrators = Mesures pour eviter les abus dans l'utilisation d'instruments de selection et d'evaluation du personnel des administrations scolaires.
PUB DATE- Jun 88
NOTE- 40p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (Windsor, Ontario, June 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Evaluation Utilization; Foreign Countries; Job Performance; *Personnel Evaluation; Principals; Professional Development; Test Construction; *Testing Problems; Test Manuals; *Test Use
IDENTIFIERS- Canada; *Selection Tools

The legitimate uses of new instruments for the selection and appraisal of principals, factors influencing use of these instruments, and safeguards to minimize misuse are discussed.

Performance appraisal systems in education have been used legitimately to ensure that principals meet minimum performance standards, and for promotion. Another valuable function is in meeting professional development needs of principals. Data from appraisal instruments may be incorrectly or inadequately used. Use and misuse of instruments are influenced by: (1) the conceptual framework used; (2) the perspective of the test developer; (3) the perspective of the practitioner; and (4) links to factors influencing use. Safeguards that instrument developers and practitioners alike may use include: (1) an explicit and clear technical manual; (2) a standard system for processing data; (3) extensive field training of practitioners; (4) use of instruments as part of a battery of procedures for evaluation; and (5) caution about claims that any one instrument can define the ideal principal. (SLD)

ED 302 570 TM 012 574

Sinkavich, Frank J.
Multiple Choice Examination Performance and Metamemory Accuracy in Good and Poor Students.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Confidence Testing; Educational Psychology; Graduate Students; Higher Education; Memory; *Metacognition; Multiple Choice Tests; Self Evaluation (Individuals); Test Format

The relationship between metamemorial accuracy and student test performance was assessed in a graduate educational psychology class. Metamemory is defined as information about the content of one's own memory. Adult students in two courses (N=67) were asked to select multiple choice answers in two midterms and a final examination and to rate their confidence in the answers on a five-point Likert scale. At the end of the test, students were asked for a prediction of the percentage of items they thought they answered correctly. They were then given ten replacement items and were allowed to replace any ten test items with any of these replacements. Those who had a high mean degree of confidence in their answers had higher examination scores than those with low confidence in their answers. There was a significant difference between good and poor scorers in their ability to predict what they did and did not know. Good students, as defined by scores on the final examination, appeared to have better metamemorial accuracy than the poor students. The use of replacement items allowed students to improve their scores significantly. (SLD)

ED 302 571 TM 012 576

Baldwin, Janet
Validating the Factor Structure of Ratings Assigned to Essays: A Confirmatory Factor Analytic Approach.
PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Essay Tests; *Factor Analysis; Goodness of Fit; Grade 9; Grade 10; High Schools; Mathematical Models; State Programs; *Test Validity; Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS- *Unidimensionality (Tests)

The use of confirmatory factor analytic procedures to examine the dimensionality of writing skills as measured by a large-scale direct writing test was illustrated. Internal construct validity evidence about the nature of writing skills measured by the test was provided. Data used were scores assigned by about 100 trained professional raters on a state-wide competency-based test of writing skills. A total of 3,430 students responded to all four prompts of the writing tests. A sequential hypothesis testing strategy was followed for a one-factor model, a two-factor mode-specific model, and a two-factor occasion-specific model. These were compared to a null model specifying no common factors. Results from these analyses provided evidence about the usefulness of the construct-based hypotheses for explaining the variability in data from this test. A one-factor model provided a more plausible and parsimonious representation of the data than did the two-factor hypotheses. Evidence in support of a unidimensional interpretation of the scores suggests there may be little practical distinction between narrative and explanatory scores. A table displays goodness-of-fit statistics. (SLD)

ED 302 572 TM 012 584

Ferrara, Steven F.
Practical Considerations in Equating a Direct Writing Assessment for High School Graduation.
PUB DATE- 10 Apr 87
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equated Scores; *Essay Tests; *Graduation Requirements; High Schools; High School Students; Interrater Reliability; *Scoring; *Standardized Tests; State Programs; Test Construction; Testing Programs; Test Selection; *Writing Evaluation
IDENTIFIERS- Anchor Tests; Direct Assessment; *Maryland Functional Writing Test

Statistical equating of scores from direct writing assessments is performed in Maryland to hold the difficulty of passing the Maryland Writing Test (MWT) equivalent from year to year and to allow a demonstration of growth in student writing achievement over the years. Passage of the test is a high school graduation requirement. Prior to statistical analysis, major steps taken in development of equated scores include: (1) prompt development, field testing, and selection; (2) development of anchor, training, qualifying, validity, and check sets; (3) selection, training, and qualifying of raters and application of scoring rubrics by raters; and (4) selection of an equating study sample and selection, administration, scoring, and statistical equating of anchor prompts. Standardization of test administration as well as rater training and scoring, interpretation of adjusted raw scores and scale scores, adaptation of statistical procedures, and sample selection and administration of equating prompts are discussed briefly. Some of the practical problems inherent in equating MWT scores are outlined, and the relationship of these problems to measurement considerations is discussed. (TJH)

ED 302 573 TM 012 585

Ferrara, Steven F.

Effects of Essay Order on Raters' Score Assignments in a Large-Scale Writing Assessment.

PUB DATE- 18 Apr 87

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Essay Tests; Evaluators; *Graduation Requirements; High Schools; High School Students; *Interrater Reliability; *Scoring; Standardized Tests; State Programs; Test Bias; Testing Programs; *Writing Evaluation

IDENTIFIERS- *Context Effect; *Maryland Functional Writing Test; Rater Reliability; Test Order

The necessity of controlling the order in which trained essay raters for a statewide writing assessment program receive student essays was studied. The underlying theoretical question concerns possible rater bias caused by raters reading long strings of essays of homogeneous quality; this problem is usually referred to as context effect or contrast effect. The program involves the Maryland Writing Test (MWT), which is administered each year to high school students (grades 9 through 12) as a graduation requirement. Each essay in the test is scored by two raters on a four-point scale using a holistic procedure. A sample of 1,000 MWT essay booklets from over 85,000 student booklets was selected. Raters (23 narrative and 15 explanatory) who participated in the live scoring of the 1986 MWT test program scored 957 pairs of essays. Three ordering schemes were assessed. There were 433 double readings of essays on one topic, and 652 double readings of essays on another topic. Analysis of variance on resulting data indicated that the order in which essays were placed into scoring packets did affect the raters' score assignments, at least for the narrative essay prompt used in the study. The same conclusion cannot be supported for the explanatory prompt. Other results indicate that rater agreement rates and pass-rates do not differ by essay sequence, and that some raters are more reliable scorers than are others within and across sequence conditions. Five data tables are included. (TJH)

ED 302 574 TM 012 616

Carlson, Roger D.
"At Risk" in Kindergarten: A Study of Selection, Retention,
Transition, and Promotion.
PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Tests; Followup Studies; Grade 1; *Grade Repetition; *High Risk Students; Interpersonal Competence; *Kindergarten; *Kindergarten Children; Low Achievement; Primary Education; Student Placement; *Student Promotion; *Transitional Programs

The effects of kindergarten-grade 1 transitional classrooms in Eugene (Oregon) compared with retention or promotion of students to grade 1 were studied in an evaluation of two transitional classrooms. Focus was on determining the effects of retention, transition, and promotion on student achievement and social skills. Students entering a transition class (n=26), graduating transitional students (n=20), and retained students who had 2 years of kindergarten (n=20) were compared to regular first graders (n=43) and a control group for follow-up for 4 years (n=59). These students were administered the Comprehensive Test of Basic Skills, Level B; and each student's teacher completed the Walker-McConnell Test of Children's Social Skills. These tests were used to assess program differences. It was generally found that when a child was targeted as "at risk," either kindergarten-grade 1 transitional classes or kindergarten retention yielded beneficial effects that were superior to promotion into first grade. An "at risk" child without intervention continued to be marginal into the fourth year of school. Differences between this and other studies with discrepant findings are interpreted as possibly being due to differences in design, sample, or treatment characteristics. Ten tables summarize study findings. (Author/SLD)

Friedel, Janice Nahra
The Eastern Iowa Community College District Program Evaluation Process: A Vital and Practical Tool for Ensuring Program Relevancy.
PUB DATE- Oct 88
NOTE- 87p.; Paper presented at the Annual Conference of the Association of Institutional Research of the Upper Midwest (LaCrosse, WI, October 6-7, 1988). For a related document, see ED 269 631.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; *Curriculum Evaluation; *Evaluation Methods; Evaluation Utilization; Higher Education; Institutional Evaluation; Labor Market; *Program Evaluation; Program Improvement; *Relevance (Education); School Community Relationship; School Surveys; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- *Eastern Iowa Community College

The process developed and implemented by the Eastern Iowa Community College District (EICCD) to evaluate its vocational and technical programs is described. The process provides for the flow of information and recommendations from the faculty through administrative ranks to the Chancellor of the District. The EICCD is comprised of three colleges and serves 24 kindergarten-through-grade 12 school districts. The program evaluation process, developed through cooperative effort, consists of two phases. Phase 1 is an annual review, consisting of the annual collection, analysis, and review of discrete program data on 10 elements that are compared year-to-year over a three-year period. These data elements concern enrollment, contact hours, graduation and withdrawal rates, costs, class size, and success of program leavers and graduates. In Phase 2, all vocational-technical programs are evaluated on a three-year cycle with a sequence determined by the District Instructional Council. Five major components of Phase 2 are: (1) surveys of six target groups; (2) local labor market assessment; (3) faculty self-study; (4) Internal Review Team visit and report; and (5) faculty response. All documents compiled in the evaluation process are made available to college and district administration. All programs have been modified based on evaluation information; a few have been terminated. The decision-making process and use of evaluation results are considered. Examples of program evaluation surveys, labor market assessments, and the faculty self-study report are appended. (SLD)

ED 302 576 TM 012 621

Carbol, Barry C.
Curriculum and Assessment Trends in British Columbia.
PUB DATE- 15 Jun 88
NOTE- 14p.; Paper presented at the ECS/CDE Conference on Assessment and Curriculum Reform (Boulder, CO, June 15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Curriculum Evaluation; Educational Assessment; Educational Objectives; *Educational Trends; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; Foreign Countries; *Testing Programs
IDENTIFIERS- *British Columbia Ministry of Education

The idea that all curricula should reflect learnings that are common across subject areas has only recently been considered in British Columbia. Within the past year, the change in focus resulted from the British Columbia Ministry of Education's (BCME) adoption of a definition of an educated person as an ideal toward which educators should be directed and a definition of goals and attitudes for monitoring system performance. The British Columbia Learning Assessment Program--introduced in 1975 as a way of providing educators, the public, and government with information about student performance--has concentrated on language arts, mathematics, science, and social studies. Results reported to each school and district are useful in curriculum evaluation. End-of-course grade 12 examinations were reintroduced in 1983 after an absence of 10 years. Determining the impact of such examinations and assessments is a major question facing the BCME. A second major challenge is how to assess students' higher-order critical thinking skills. The issue of educational standards is closely related to the increased emphasis on monitoring students and system performance. Other issues include the design of tests and assessments and finding better ways to report test results. A true test will be whether the assessment and examination programs will be able to change quickly enough to address the issues that need to be faced. (SLD)

ED 302 577 TM 012 624

Keith, Timothy Z.; And Others
Hierarchical Confirmatory Analysis of the Stanford-Binet Fourth Edition: Testing the Theory--Test Match.
PUB DATE- 9 Apr 88
NOTE- 66p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Adults; Age Differences; Age Groups; Children; Cognitive Measurement; Factor Analysis; *Intelligence Tests; Memory; Psychological Testing; Test Theory; *Test Validity; *Theory Practice Relationship
IDENTIFIERS- Confirmatory Factor Analysis; First Order Cognitive Analysis; Hierarchical Analysis; Reasoning Tests; *Stanford Binet Intelligence Scale

The Stanford-Binet Intelligence Scale: Fourth Edition is a conceptually new version of this traditional intelligence scale. The new scale has a solid basis in theory, but there is little evidence that the Binet matches its intended theory. This study was designed to determine whether the Binet corresponds to the theory that guided its construction. First- and higher-order confirmatory factor analysis was conducted using the entire standardization sample (N=3,354) and three age groups from the standardization sample--12-23 years (n=910), 7-11 years (n=960), and 2-6 years (n=1,484)--to determine the extent to which the Binet measures verbal reasoning, quantitative reasoning, abstract/visual reasoning, short-term memory, crystallized versus fluid intelligence, and general intelligence. The results generally support the four first-order factors as reflecting the underlying structure of the new Binet. The biggest deviation from the theoretical structure occurred for ages 2-6 years; for this age group, it was difficult to separate memory from reasoning. The hierarchical analyses support the test authors' contention that there is a strong "g" component underlying the Binet, but did not support the second level of the Binet theory (which combines the first-order factors into crystallized versus fluid intelligence). Five tables present sample data, and six figures diagram theoretical relationships among factors. (Author/SLD)

ED 302 578   TM 012 630

Alabama Performance-Based Career Incentive Program: A Report on the Norming Study of the Spring Semester, 1987.

Georgia State Univ., Atlanta.

PUB DATE- Nov 87

NOTE- 100p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Classroom Observation Techniques; Elementary School Teachers; Elementary Secondary Education; Minimum Competency Testing; Norm Referenced Tests; Performance; *Principals; Professional Development; Secondary School Teachers; *State Programs; State Standards; *Teacher Evaluation; *Testing Programs; Test Reliability; Test Validity

IDENTIFIERS- *Alabama Performance Based Career Incentive Prog; *Performance Based Evaluation

During the spring semester of 1987, the Alabama State Department of Education conducted a statewide assessment study in which all teachers and principals participated. The classroom performance of teachers was observed, and their teaching competencies were measured on low- and high-inference instruments. These measurements were to be used to establish a common standard against which each teacher in the state could be compared. This norming study was the first phase of the Alabama Performance-Based Career Incentive Program, which resulted from a law requiring that standards be derived from empirical data gathered on every teacher's performance. Data on 30,863 elementary through high school teachers were included. Instruments used to observe and gather data are briefly reviewed, and procedures for managing and processing the resulting data are discussed. An assessment of the reliability and validity of the resulting measures indicated that the reliabilities for the low-inference instrument--the Classroom Observation Record--are acceptable; an argument for the dimensionality of teaching based on a factor analysis of the results is presented. The high-inference instrument failed to discriminate among teachers. Differences in performance among sub-populations, as measured by 10 classroom competency scales, are outlined. Four flowcharts, seven graphs, and 29 data tables are included. (TJH)

ED 302 579 TM 012 634

Mitchell, Stephanie
Grade Three Testing Program, Fall 1987. 1986-87 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Jan 88
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; Answer Sheets; *Change Strategies; Educational Change; *Evaluation Methods; Grade 3; Needs Assessment; Primary Education; Surveys; *Teacher Attitudes; *Testing Programs
IDENTIFIERS- *Portland Basic Skills Achievement Levels Testing; Portland School District OR

Revised procedures of the Portland Achievement Levels Tests (PALT) for grade 3 and teacher and test coordinator perceptions of the revised testing program are summarized. The revised program included changes in the PALT and locator test, the answer sheet, and practice test, and a new teacher's manual and wall charts. An evaluation collected information on the impact of the changes. Two surveys collected information from teachers (N=102), test coordinators (N=51), and teacher-test coordinators (N=11) on their opinions of revisions (this represented an 80% average response rate for the two surveys). Recommendations based on survey results included: (1) revision of the answer sheet; (2) development of a test coordinator manual; (3) establishing a Teacher Review Group for input on further revisions; (4) development of strategies and materials to help a teacher understand how the computer assigns test levels and how to review test levels; (5) development of a structured inservice training program for test coordinators; and (6) production of additional test preparation materials to help prepare students for testing. Appendices include the program surveys, a summary of frequency tables, and a summary of survey comments. (SLD)

ED 302 580 TM 012 641

Johnson, Janet R., Comp.
National Assessment of Educational Progress 1983-1987: A Bibliography of Documents in the ERIC Database.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Sep 88
NOTE- 191p.
GRANT- NIE-G-83-0011
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Databases; *Educational Research; Educational Resources; Information Retrieval; Literature Reviews
IDENTIFIERS- *ERIC; *National Assessment of Educational Progress

This is a bibliography of documents published from 1983 to December 1987 on the National Assessment of Educational Progress (NAEP) contained in the database of the Educational Resources Information Center (ERIC). The extensive literature is organized into a compendium of 244 abstracts of research relating to NAEP to make a useful tool for other research. The format for each entry is a streamlined version of the standard ERIC document resume. Entries can be accessed through: (1) a taxonomy matrix; (2) the subclassification of selected cells of the taxonomy matrix; (3) the ready reference or popular index; (4) the author index; and (5) "The Nation's Report Card" commissioned papers. Because NAEP is a rich source of information on American education, papers referenced here should be useful to many concerned with current thinking and research in education. (SLD)

ED 302 581 TM 012 648

Hamm, Mary

Middle School Students, Science Textbooks, Television and Nuclear War Issues.

PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Air Pollution; Grade 6; Grade 7; Hunger; *Information Sources; Intermediate Grades; Junior High Schools; Mass Media; Middle Schools; Nuclear Technology; *Nuclear Warfare; Popular Culture; Population Growth; *Science Curriculum; Science Materials; Scientific and Technical Information; *Student Attitudes; *Television; *Textbook Content; Textbook Evaluation; War; Water Resources; World Problems

The extent to which the issue of nuclear war technology is treated in middle-school science texts, and how students learn about nuclear war and war technology were studied. Five raters compared the most widely used textbooks for grades 6 and 7 to determine the amount of content on: (1) population growth; (2) world hunger; (3) war technology; (4) air quality; and (5) water resources. A survey of 100 students in grades 6 and 7 determined what they thought were serious world-wide concerns and what their sources of information were. Of 4,393 pages of textbook content, less than 2% were devoted to these serious human problems and less than half a page was found on issues related to war technology. Students identified the threat of nuclear war and AIDS as their most serious concerns. They indicated that television was the most used and best informed source of information on these issues. With teachers relying heavily on textbooks, and students drawing so much information from television, a vacuum is created in the school. Educators must address these issues by improving textbooks and using the power of television. Thirty references are listed, and an appendix contains seven tables of study data. (SLD)

ED 302 582 TM 012 649

Hambleton, Ronald K.; Rogers, H. Jane
Design of an Item Bias Review Form: Issues and Questions.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Content Analysis; Culture Fair Tests; Ethnic Stereotypes; *Evaluation Methods; Item Analysis; Language Patterns; Minority Groups; Religious Factors; Sex Stereotypes; *Stereotypes; *Test Bias; Test Construction; Testing Problems; Test Items

Issues in preparing a review form to detect item bias in tests are discussed and the first draft of an item bias review form is presented. While stereotyping is the consistent representation of a given group in a particular light, bias is the presence of some characteristic of an item that results in differential performance of two individuals of equal ability but from different subgroups. Both are undesirable properties of a test. Stereotyping and inadequate representation are discussed as they apply to tests. Bias may involve: (1) sex, cultural, ethnic, class, and religious factors; (2) content; (3) language; (4) item structure and format; and (5) test time limits. The sample bias review form was designed to assist in the identification of items that may reflect bias against designated subgroups of interest. The respondent answers 19 questions about bias for each test item and answers 4 questions of judgment on the test as a whole. (SLD)

ED 302 583 TM 012 650

High School Basic Skills. Georgia Student Assessment. Revised.

Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

PUB DATE- Jul 85
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; Educational Assessment; Grade 10; Graduation Requirements; High Schools; High School Students; *Mathematics Achievement; Mathematics Skills; Minimum Competency Testing; Problem Solving; *Reading Achievement; Reading Comprehension; Scores; State Programs
IDENTIFIERS- *Georgia Basic Skills Test

This document acquaints teachers and curriculum directors with the reading, mathematics, and problem solving indicators assessed by the Georgia Basic Skills Tests, initially given in grade 10. Students who fail initially in grade 10 have at least five other opportunities to take the test and must pass it in order to graduate. In reading, skill areas tested are: (1) literal comprehension, the understanding of information explicitly stated; (2) inferential comprehension, the understanding of material not explicitly stated; and (3) problem solving, testing the students' skills at locating, recognizing, interpreting, and evaluating information. In mathematics, skills areas are: (1) concept development, the basic vocabulary of mathematics and the relationships of numbers; (2) component operations, actions using numbers; and (3) problem solving. For each objective, assessment characteristics define the content required and sample questions illustrate possible formats. All objectives are evaluated in academic, everyday, and employment contexts. Passing scores for students entering high school in 1985-86 are 307 in reading and 308 in mathematics. (SLD)

ED 302 584 TM 012 652

First Grade Objectives and Assessment Characteristics--Mathematics and Reading Tests. Georgia Criterion-Referenced Tests. Revised.

Georgia State Dept. of Education, Atlanta.

PUB DATE- Feb 88
NOTE- 81p.; For related documents, see TM 012 653-656.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Criterion Referenced Tests; Elementary School Students; Grade 1; *Mathematics Achievement; Mathematics Skills; Primary Education; Problem Solving; *Reading Achievement; Reading Comprehension; State Programs
IDENTIFIERS- *Georgia Criterion Referenced Tests

The objectives and assessment characteristics of the Georgia Criterion-Referenced Tests for grade 1 are given to show teachers the range of content and type of questions. In mathematics, objectives are defined in areas of: (1) concept identification, recognition of the names and relationships between numbers; (2) component operations, use of addition, subtraction, and measurements; and (3) problem solving. In reading, objectives are defined for: (1) concepts for reading, basic sounds, and concepts; (2) literal comprehension, understanding of explicitly stated material; and (3) inferential comprehension, understanding of implicit information. Assessment characteristics define the content required in grade 1. Sample questions accompany each objective. The strategies students may be using in incorrect choices are highlighted with each sample question. (SLD)

ED 302 585 TM 012 653

Characteristics for Second Grade Mathematics Reading Tests, 1985. Second Edition. Georgia Criterion-Referenced Tests Objectives and Assessment.

PUB DATE- Jul 85
NOTE- 48p.; For related documents, see TM 012 652-656.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Criterion Referenced Tests; Elementary School Students; Grade 2; *Mathematics Achievement; Mathematics Skills; Primary Education; Problem Solving; *Reading Achievement; Reading Comprehension; State Programs
IDENTIFIERS- *Georgia Criterion Referenced Tests

The objectives and assessment characteristics of the Georgia Criterion-Referenced Tests of reading and mathematics for grade 2 are given to familiarize teachers and curriculum directors. In mathematics, objectives are defined for: (1) concept identification, testing understanding of the basic vocabulary and relationships of numbers; (2) component operations, testing the ability to do addition, subtraction, recognize symbols, and apply concepts; and (3) problem solving. For reading, objectives are defined for: (1) literal comprehension, understanding explicitly stated materials; (2) inferential comprehension, understanding information not literally expressed; and (3) problem solving. Assessment characteristics are listed for each objective to show the content required in grade 2 in everyday and academic contexts. Sample questions accompany each objective. (SLD)

ED 302 586 TM 012 654

3rd Grade Criterion-Referenced Tests Objectives and Assessment Characteristics, Mathematics and Reading Tests. Georgia Criterion-Referenced Tests .

Georgia State Dept. of Education, Atlanta.

PUB DATE- 86

NOTE- 86p.; For related documents, see TM 012 652-656.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; *Achievement Tests; *Criterion Referenced Tests; Elementary School Students; Grade 3; *Mathematics Achievement; Mathematics Skills; Primary Education; Problem Solving; *Reading Achievement; Reading Comprehension; State Programs

IDENTIFIERS- *Georgia Criterion Referenced Tests

The objectives and assessment characteristics of the Georgia Criterion-Referenced Tests for grade 3 are defined for reading and mathematics. Mathematics objectives are given for: (1) concept identification, the recognition of names, relations, and properties of numbers and units; (2) component operations, using numbers and unit of measurement; and (3) problem solving. For reading, objectives are defined for literal comprehension, understanding of explicitly stated material; (2) inferential comprehension; and (3) problem solving. For each objective, assessment characteristics are listed to show the context appropriate to the grade level in academic and everyday contexts. Sample questions accompany each objective. Strategies students may be using in incorrect answers are also discussed for each objective. (SLD)

ED 302 587 TM 012 655

4th Grade Criterion-Referenced Tests Objectives and Assessment Characteristics, Mathematics and Reading Tests. Georgia Criterion-Referenced Tests .
Georgia State Dept. of Education, Atlanta.
PUB DATE- May 83
NOTE- 36p.; For related documents, see TM 012 652-656.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Criterion Referenced Tests; Elementary School Students; Grade 4; Intermediate Grades; *Mathematics Achievement; Mathematics Skills; Problem Solving; *Reading Achievement; Reading Comprehension; State Programs
IDENTIFIERS- *Georgia Criterion Referenced Tests

The reading and mathematics objectives of the Georgia Criterion-Referenced Tests for Grade 4 are described. In reading, objectives are defined for: (1) literal comprehension, the understanding of information explicitly stated in the materials; (2) inferential comprehension, the understanding of information not literally expressed; and (3) problem solving. In mathematics, objectives are defined for areas of: (1) concept identification, the basic vocabulary of mathematics and the interrelationships of different kinds of numbers; (2) component operations, focusing on addition, subtraction, multiplication, division, and the use of units of measurement; and (3) problem solving. For each objective, assessment characteristics are given to define the content appropriate to the grade level. Sample questions accompany each objective. (SLD)

ED 302 588 TM 012 656

Eighth Grade Objectives and Assessment Characteristics-Mathematics and Reading Tests. Georgia Criterion-Referenced Tests. Revised.

Georgia State Dept. of Education, Atlanta.

PUB DATE- Jul 87
NOTE- 81p.; For related documents, see TM 012 652-655.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Criterion Referenced Tests; Elementary School Students; Grade 8; Junior High Schools; *Mathematics Achievement; Mathematics Skills; Problem Solving; *Reading Achievement; Reading Comprehension; State Programs
IDENTIFIERS- *Georgia Criterion Referenced Tests

Reading and mathematics objectives measured by the eighth grade tests of the Georgia Criterion-Referenced Tests are described. This guide was designed to familiarize the teacher with assessment characteristics for each objective. Objectives in concept identification, component operations, and problem solving are defined for mathematics. All concepts and operations are examined in academic, everyday, and employment contexts. Similarly, in reading, objectives are defined for the areas of literal and inferential comprehenion, and problem solving, in academic, everyday, and employment contexts. Examples of questions are provided for each objective and the assessment characteristics are defined to show the content required of the grade level. The strategies students may be using for incorrect options are outlined for each sample question. (SLD)

Schiano, Diane J.; Kahleifeh, Basim
Spatial Aptitude as Expertise; A Training Study.
PUB DATE- 88
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
AVAILABLE FROM- Diane J. Schiano, Psychology Dept., Jordan Hall, Stanford University, Stanford, CA 94305.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Ability; College Students; Computer Assisted Instruction; Higher Education; Individualized Instruction; Learning Processes; *Spatial Ability; *Test Coaching; Test Wiseness; *Training
IDENTIFIERS- Analogy

Whether or not a short-term intervention program could improve performance on standardized figural analogy and surface development tests was studied through training 10 students from an introductory psychology class with relatively low scores on the figural analogies subtest of the Cognitive Abilities Test. An additional 10 students served as controls. Training, designed to improve spatial skills, strategic test-taking skills, and analogy solution skills, consisted of seven hour-long sessions, all but one of which were individualized, and included practice tests, task practice, and a computerized spatial game. Experimental and control groups did not differ in scores on pretests. No differences were found for the experimental group on the figural analogy posttest but a significant effect of training was found for the surface development test, generally considered more difficult. Follow-up testing at 2 months confirmed effects of training. Results suggest that non-verbal ability measures should not be considered "knowledge free." Three tables present study data. (SLD)

ED 302 590 TM 012 660

Dusewicz, Russell A.; Beyer, Francine S.
Dimensions of Excellence Scales: Survey Instruments for School Improvement.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 74p.
AVAILABLE FROM- Research for Better Schools, 444 North Third Street, Philadelphia, PA 19123 ($19.95 single copy, $15.95 in quantity).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Evaluation; *Educational Assessment; Educational Environment; Elementary Secondary Education; Evaluation Methods; Leadership; Organizational Effectiveness; Parent Attitudes; Parent Participation; Scaling; *School Effectiveness; School Personnel; Staff Development; Student Attitudes; Student Behavior; Surveys; Teacher Behavior
IDENTIFIERS- *Dimensions of Excellence Scales

This manual describes the Dimensions of Excellence Scales (DOES) and their use. The DOES have been developed to assist local education agencies in their efforts to diagnose problems, identify strengths, and improve school operations. There are survey scales for school staff, parents, and students. Each scale concerns dimensions that have been found related to effective school performance and that are subject to modification. Dimensions include: (1) school climate; (2) leadership; (3) teacher behavior; (4) curriculum; (5) monitoring and assessment; (6) student discipline and behavior; (7) staff development; and (8) parent involvement. The scales have been extensively field tested and used in many schools. The appendix lists the survey items included in each scale, separately by dimension, with a listing of the indicators and item numbers for each indicator. (SLD)

ED 302 591 TM 012 661

Hedge, Jerry W.; Laue, Frances J.
Can Appraisers Rate Work Performance Accurately?
PUB DATE- Aug 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Evaluation Criteria; Evaluation Methods; *Evaluation Problems; *Performance Factors; *Personnel Evaluation; Reliability; Research Problems; Validity
IDENTIFIERS- *Accuracy

The ability of individuals to make accurate judgments about others is examined and literature on this subject is reviewed. A wide variety of situational factors affects the appraisal of performance. It is generally accepted that the purpose of the appraisal influences the accuracy of the appraiser. The instrumentation, or tools, available to the appraiser, also influences ratings of the appraisee. Differences among the dimensions or traits also are situational factors that affect appraisal. Much accumulated evidence about appraiser accuracy is circumstantial at best. Renewed researcher interest in the individual differences among appraisers is warranted. These factors include personality, ability, background, and vocational interest. It has also been suggested that contributing factors to appraiser accuracy include aptitude, work motivation, job satisfaction, opportunity to observe ratees, and situational constraints. Appraisers may not be as inaccurate as much previous research implies. Twenty-eight references are listed. Three tables and one figure summarize research findings. (SLD)

ED 302 592 TM 012 664

Heslin, Richard; And Others
Saver-Spender Scales.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; College Students; *Consumer Economics; *Personality Traits; Surveys
IDENTIFIERS- Buying Habits; *Spending Patterns

Initial conceptual and empirical background to the Saver-Spender (SS) Scales of the personality correlate of consumer behavior are presented. These nine scales were developed to assess major behavioral orientations that underlie or facilitate consumer behavior. They are: (1) Aware of Other's Possessions; (2) Decision Confident; (3) Desires Sensuous Experiences; (4) Seeks Variety; (5) Impulse Buyer; (6) In the Communication Network; (7) Innovator; (8) Materialist; and (9) Go First Class. Indications based on theory and empirical data are that the scales are adequately separated, yet related to the same construct (the enjoyment of consumption and the likelihood of spending money). Results from a telephone survey of college students (N=102), representing 62.2% of a sample who had taken the SS scales earlier in the semester, indicated good initial support for the validity of the scales. Three tables present survey information. (SLD)

ED 302 593

TM 012 665

Tucker, Robert W.; McCoy, Walt J.
Can Questionnaires Measure Culture: Eight Extended Field-Studies.
SPONS. AGENCY- Nebraska Univ., Omaha.; Phoenix Univ., AZ.
PUB DATE- Aug 88
NOTE- 52p.; Paper presented at the Annual Convention of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988); this is a convention draft paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Culture; Evaluation Methods; *Field Studies; *Organizational Climate; *Questionnaires; *Surveys

Fifty managers and leaders of business and industry participated in a 2-year qualitative study to identify the elements of organizational culture (OC) that were most salient and potent in their judgment. These discussions provided the foundation for developing a multi-scale, self-administered survey of organizational culture (SOC). The SOC was administered by insider-managers to 492 people in 8 organizations, representing both public and private sectors in business and industry. Measures of job satisfaction and organizational commitment, and empirical indicators of organizational performance were taken concurrently. As an instrument, the SOC demonstrated acceptable or better levels of: (1) internal consistency of scales, (2) scale independence, (3) discriminant validity in relation to job satisfaction and organizational commitment scales administered concurrently, and (4) convergent validity in relation to organizational performance measures taken concurrently. As an approach to studying OC, the findings suggest that: (1) leaders and managers were in agreement with the OC dimensions identified by their peers, (2) leaders and managers were in agreement with the findings produced by the SOC methodology, and (3) the SOC methodology demonstrates sensitivity in several ways including greater between than within organization variance in all studies, and high correlations with the judgments of the insider-managers and leaders. Thirty-four references are listed and 7 tables present study information. (Author)

ED 302 594 TM 012 666

Educational Research, Development, and Dissemination: Reclaiming a Vision of the Federal Role for the 1990's and Beyond. Preliminary Staff Report Prepared for the Subcommittee on Select Education of the Committee on Education and Labor House of Representatives .

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Sep 88
NOTE- 50p.; Serial No. 100-AA.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; Educational Development; Educational Policy; *Educational Research; *Federal Legislation; Federal Programs; Government Role; Public Policy; Research and Development
IDENTIFIERS- ERIC; *Office of Educational Research and Improvement

The House Committee on Education and Labor has primary oversight responsibility for the Department of Education's Office of Educational Research and Improvement (OERI) and any new legislation relating to that office. In 1991 the authorizing legislation, set forth in the General Education Provisions Act, is due to expire. The Subcommittee, in the process of examining this legislation before it expires in 1991, invites all who have a stake in educational research in the United States to assist in forging an effective national research, development, and dissemination effort. This report is a first step in soliciting input from sectors with an interest in educational research and development. A series of recommendations focuses on the need to depoliticize OERI and on its leadership role in bringing together agencies pertaining to education research. In the interim before the new legislation, initiatives are necessary to reach the educationally disadvantaged. Subcommittee hearings produced evidence that long-term planning has not been adequate. Examples of goals that might be included in long-term planning are given. Testimony from hearings held April 20 and 21, 1988 is summarized. A summary of eight publications relating to OERI is included. Appendices A and B consider specific modifications that might be made to OERI. (SLD)

UD

ED 302 595 UD 025 659

A Study of Effective and Ineffective Practices in Chapter 1 Programs for Junior High School Students. Progress Report. June 1986.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Jun 86
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *English Instruction; Federal Programs; Instructional Materials; Junior High Schools; *Junior High School Students; Program Development; Program Evaluation; Secondary School Teachers; Staff Development; *Teacher Effectiveness; *Teacher Evaluation; Teaching Methods; Teaching Styles
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Los Angeles Unified School District CA

This report describes the activities and research directions taken during the second year of an anticipated four-school-year study that attempts to identify effective instructional practices in Chapter 1 junior high schools in Los Angeles (California). The report is divided into four sections. Section 1 reviews the purposes of the study and clarifies the research questions that are to be addressed. Section 2 describes the research activities of the 1985-86 school year, and discusses some tentative findings. The class activities of 48 teachers, six in each of eight selected Chapter 1 junior high schools, were observed over a two-day period. In the classes observed, teaching proceeded very much like office management, i.e., as a matter of assigning and supervising instructional "jobs." A relatively narrow range of teaching strategies and materials were used in the lessons observed; however, there was a wide range of teaching proficiency. Section 3 describes the staff training activities and assesses the progress made. Section 4 outlines future plans for the study. Appendices present the following: (1) examples of the classroom lessons observed; (2) training manual for the study team; and (3) protocols used by the study team. (BJV)

ED 302 596 UD 026 284

Clark, Terry A.
District-Based and Community-Wide Planning To Address Student Dropout Prevention: A Discussion Paper.
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the annual meeting of the American Educational Research Association (Washington, DC, April 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; Cooperative Programs; *Dropout Prevention; Dropout Programs; Dropouts; High Risk Students; High Schools; Middle Schools; Program Descriptions; *Program Development; School Activities; School Community Programs; *School Community Relationship; *School Districts; Secondary Education; Secondary Schools; *Urban Programs; Urban Schools
IDENTIFIERS- California (San Diego); California (San Francisco); Massachusetts (Boston); Michigan (Detroit); New York (New York)

This paper discusses the potential of school district-based and community-wide approaches to dropout prevention, and provides a summary of the goals and expected outcomes of the Consortium on Dropout Prevention, and the Urban Dropout Prevention Collaboratives Program. The Consortium on Dropout Prevention was formed to cooperatively gather and share information about dropout prevention practices by Boston, Detroit, New York City, San Diego, San Francisco, and four small suburban school districts. The Urban Dropout Prevention Collaboratives Program, funded by planning grants from the Ford Foundation, has begun actively developing dropout prevention programs in 21 cities, including Detroit, New York City, and San Diego. Summary conclusions from the Consortium's research and the Collaboratives' experiences include the following: (1) both community and school districts need good leadership; (2) community and districts must cooperate integrally; (3) each system should focus on different issues which can be resolved collaboratively; and (4) issues should be chosen that can be represented on a continuum of needs assessment, information

gathering, resource identification, planning, and implementation activities. A 10-item list of footnotes is included. (FMW)

ED 302 597 UD 026 434

Taeuber, Alma F.; Taeuber, Karl E.
Measures of Racial Exposure: Some Problems. CDE Working Paper.
Wisconsin Univ., Madison. Center for Demography and Ecology.
REPORT NO.- CDE-88-1
PUB DATE- Mar 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Differences; *Measurement Techniques; *Racial Distribution; *Racial Integration; *Racial Relations; Regional Characteristics; *Research Problems; Residential Patterns; *Social Science Research

Research using measures of racial exposure has been appearing with increasing frequency in the literature on race relations. A methodological analysis finds the following problems with these measures: (1) they fail to characterize meaningfully the actual composition of sub-areas; (2) a particular exposure value can describe a wide variety of racial distributions. Hence, large changes in residential distributions need not be reflected in changes in exposure values; and (3) the strong correlation between exposure measures and overall racial composition means that changes in racial composition, in the absence of residential redistribution, necessarily produce changes in the exposure measures. Because of these three problems, the sociological concepts of interracial exposure and potential for interaction are poorly served by the current exposure measures. A 20-item list of references is included. Data are presented on seven tables and figures. (Author/BJV)

ED 302 598 UD 026 435

Fielding, Elaine L.
Black Suburbanization in the U.S.: Dispersal or Concentration? CDE Working Paper.
Wisconsin Univ., Madison. Center for Demography and Ecology.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
REPORT NO.- CDE-88-12
PUB DATE- Mar 88
NOTE- 31p.; Paper presented at the Annual Meetings of the Population Association of America, April 1988.
GRANT- HD05876; HD-7014
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Population Trends; *Blacks; Census Figures; *Racial Integration; Research Methodology; *Residential Patterns; *Suburban Housing; *Urban to Suburban Migration; Whites

Research for this paper was undertaken to determine whether the black suburban growth during the 1970's was primarily a process of dispersal or concentration--that is, did blacks disperse into exclusively white neighborhoods or did they tend to concentrate in suburbs that already contained significant black populations. Census data from 1970 and 1980 were examined to find the following: (1) trends in the racial composition of certain locales; (2) types of racial residential change; and (3) distribution of people across suburbs. Long existing barriers to the entry of blacks into suburban communities were challenged in the 1970's, and exclusively white suburbs "opened up" to new black residents. However, the number of blacks involved in this dispersal process was small compared to the total black suburban population. Only a small proportion of blacks live in predominantly white suburbs, and this proportion did not increase between 1970 and 1980. Data are presented on seven tables and figures. A brief list of references is included. An appendix discusses the sampling methodology. (BJV)

ED 302 599 UD 026 438

Wojtkiewicz, Roger A.
Household Composition Change and Economic Welfare Inequality: 1960 to 1980. CDE Working Paper 88-18.
Wisconsin Univ., Madison. Center for Demography and Ecology.
PUB DATE- Apr 88

NOTE- 42p.; Paper presented at the Annual Meeting of the Population Association of America (New Orleans, LA, April 21-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth Rate; Black Family; *Blacks; Census Figures; Demography; Economically Disadvantaged; Economic Status; *Family (Sociological Unit); *Family Income; Family Size; Fatherless Family; Females; Males; One Parent Family; Poverty; *Racial Differences; *Sex Differences; *Whites
IDENTIFIERS- *Feminization of Poverty

This paper considers the following dimensions of the change in household composition of the United States population between 1960 and 1980: (1) a decrease in the number of households headed by a couple; and (2) a decrease in the number of children per household. Examination of census figures from 1960, 1970, and 1980 reveals that blacks and whites both experienced these shifts, as did both males and females. The shifts were larger for blacks than for whites. The number of female-headed black households increased, and this acted to increase racial economic inequality. However, the decrease in the number of children per household acted to decrease racial inequality. As a result, the level of racial economic inequality remained constant. Economic welfare inequality increased between black males and females, but not between white males and females. The primary cause of sexual economic inequality, particularly for blacks and whites aged 20 to 39, was the increase of households headed by a single person. Inequality between black and white females were due to both composition changes. Because of the shift to female-headed households, black children became worse off than white children, females aged 20 to 39 became worse off than similar males, and black women became worse off than white women. Blacks would have become much worse off than whites if it were not for the decrease in the birth rate. Data are presented on 12 tables. A brief list of references is included. (BJV)

ED 302 600 UD 026 440

McLanahan, Sara; Garfinkel, Irv
Single Mothers, the Underclass, and Social Policy. CDE Working Paper 88-30.
Wisconsin Univ., Madison. Center for Demography and Ecology.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Jul 88
NOTE- 31p.; Conducted in part using facilities provided by a Population Research Grant (HD05876) from the Center for Population Research of the National Institute of Child Health and Human Development.
GRANT- HD19375-03
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Blacks; Day Care; Differences; *Economically Disadvantaged; Fatherless Family; *Females; Health Needs; Inner City; Labor Force; One Parent Family; Policy Formation; Program Development; Public Policy; Racial Differences; Regional Characteristics; Sex Differences; Social Services; Unemployment; *Unwed Mothers; Urban Demography; *Urban Problems; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Feminization of Poverty

Although the vast majority of single mothers do not fit the description of an underclass, there is a small group of predominantly black single mothers concentrated in northern urban ghettos that is persistently weakly attached to the labor force, socially isolated, and reproducing itself. Although welfare programs are necessary for those who are failed by or who fail in (depending upon one's political perspective) the labor market and other mainstream institutions, too heavy a reliance upon welfare can facilitate the growth of an underclass. In contrast, aiding single mothers through more universal programs such as a child support assurance system, child care, health care, children's allowances, and a full employment macro-economic policy will retard the growth of an underclass. (BJV)

ED 302 601 UD 026 441

Wojtkiewicz, Roger A.; And Others
The Growth of Families Headed by Women: 1950 to 1980. CDE Working Paper 88-31.
Wisconsin Univ., Madison. Center for Demography and Ecology.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
PUB DATE- 88
NOTE- 37p.
GRANT- HD05876

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Birth Rate; Black Mothers; Divorce; *Family (Sociological Unit); Family Size; Family Structure; *Fatherless Family; *Heads of Households; *Mothers; *One Parent Family; *Racial Differences; *Social Influences; Whites
IDENTIFIERS- Feminization of Poverty

In recent decades the proportion of women with children who head their own households has increased dramatically. The following factors have contributed to this: (1) decrease in fertility; (2) increase in divorce; (3) increased propensity for women with children to establish independent households; (4) increase in remarriage; and (5) increase in nonmarital births. This paper uses United States Census data to analyze the impact of these major demographic components on the growth in female-headed families from 1950 to 1980. The findings indicate that for white women, the major source of growth has been the increase in the number of formerly married mothers, which results from higher divorce rates and, more recently, lower rates of remarriage. For black women, much of the early growth in female-headed households was caused by an increase in formerly married mothers, but recent growth has come from declines in marriage and increases in births to never-married women. Data are presented on ten tables and figures. A list of references is included. Decomposition equations and notes are provided in an appendix. (Author/BJV)

ED 302 602 UD 026 446

The Role of Business in Education Reform: Blueprint for Action. Report of the Business Roundtable Ad Hoc Committee on Education.

Business Roundtable, New York, NY.

PUB DATE- Apr 88
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Corporate Support; Educational Change; *Educational Policy; Elementary Secondary Education; *Policy Formation; Program Development; Public Education; *School Business Relationship
IDENTIFIERS- *Business Role; Chief Executive Officers; Corporations; *Public Private Relationship

Because of the critical importance of education to the productivity and competitiveness of business, the Ad Hoc Committee on Education, comprised of senior executives from major corporations, was established in November 1987 to identify actions the Business Roundtable could take to improve the quality of elementary and secondary education in the United States. The following recommendations are made: (1) the Business Roundtable should initiate no further studies on education, but rather build upon the research already conducted; (2) the Business Roundtable should make a sustained commitment to an effort lead by chief executive officers (CEOs); (3) the Business Roundtable as a national organization should influence education at the Federal level, including the subject of national curriculum standards; (4) the Business Roundtable should provide guidance and information to member companies on education programs and policies through the CEO-led effort; (5) Roundtable companies should develop and strengthen school/business partnerships at the state and local level; and (6) Roundtable companies should endorse public policy issues at the state and local levels that encourage focus on issues such as curriculum standards, teacher competency, and teacher compensation. The recommendations of 16 education studies are summarized on a chart, and most of the studies themselves are summarized in an appendix. Other appendices provide a short list of references, and figures illustrating the Fiscal Year 1989 budget of the United States Department of Education, and the spending on elementary and secondary public education for the school year 1987-88. (BJV)

ED 302 603 UD 026 456

Butler, Anne S., Ed.; McNeely, Pamela V.
Black Girls and Schooling: A Directory of Strategies and Programs for Furthering the Academic Performance and Persistence Rate of Black Females K-12.
Kansas State Univ., Manhattan.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 117p.
GRANT- G008610658
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)

Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Black Students; Curriculum Development; Demonstration Programs; Directories; Elementary Secondary Education; Equal Education; *Females; Multicultural Education; *Nondiscriminatory Education; Program Descriptions; Program Effectiveness; Sex Fairness

This document comprises a review of the literature on the academic performance and academic persistance of young, black females and a 50-item directory of multicultural, nonsexist educational strategies and programs for this population. Each of the strategies includes the following characteristics: (1) caring adults; (2) belief that schools can offer equal educational opportunities to minorities and women; (3) educators who believe in their own ability to influence students' lives; (4) student empowerment; (5) multifaceted approach to combating low academic achievement and high dropout rates; (6) curriculum and instructional materials that avoid sexist and minority stereotypes; (7) high expectations for student success; (8) parent involvement; (9) academic orientation; (10) peer support groups; and (11) early intervention strategies. Each listing includes a brief program description, and the name and address of a contact person. Strategies are grouped in the following categories: (1) Academic Performance; (2) Academic Persistence; (3) Personal/Social Development; (4) Career Exploration; (5) Employment; (6) Curriculum; (7) Staff Development; and (8) School Leadership. A chart provides a subject and educational level index. An extensive bibliography is also included. (FMW)

ED 302 604 UD 026 482

Presseisen, Barbara Z., Ed.
At-Risk Students and Thinking: Perspectives from Research.
National Education Association, Washington, D.C.; Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-8106-1483-9
PUB DATE- 88
NOTE- 161p.
AVAILABLE FROM- National Education Association, 1201 16th Street, N.W., Washington, DC 20036-3290.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Achievement; Cognitive Ability; *Cognitive Development; Cognitive Processes; *Curriculum Development; Disadvantaged Youth; Dropout Characteristics; Dropout Prevention; Dropouts; Educational Assessment; Educational Change; Educational Needs; Elementary Secondary Education; *High Risk Students; History; *Instructional Development; Learning Strategies; Logical Thinking; Metacognition; Minority Groups; *Problem Solving; Productive Thinking; Student Characteristics; Teacher Education; Teacher Role; *Teaching Methods; Urban Education
IDENTIFIERS- Nation At Risk (A)

This collection of research reports explores teaching cognitive skills to at-risk students. Focus includes the following: (1) broad issues guiding the research; (2) historical perspective; (3) student characteristics; (4) student needs; (5) research on teaching thinking and problem solving; (6) teacher training; and (7) instructional and curricular policy and practice. Chapters are the following: (1) "Focus on the At-Risk Learner: An Introduction" (B. Z. Presseisen); (2) "Teaching Thinking and At-Risk Students: Defining a Population" (B. Z. Presseisen); (3) "Thinking Success for All Students: Understanding the Issues" (B. Z. Presseisen); (4) "Learning and Assisted Performance" (R. P. Duran); (5) "Toward Redefining Models of Curriculum and Instruction for Students At Risk" (B. F. Jones); (6) "Intellectual Assessment of At-Risk Students: Classification vs. Instructional Goals" (T. E. Sewell); (7) "Teaching Thinking to At-Risk Students: Generalizations and Speculation" (D. U. Levine); and (8) "Strategies To Help Teachers Empower At-Risk Students" (J.A. Mirman, R.J. Swartz, and J. Barell). Each chapter includes a brief abstract, a short list of discussion questions, and a list of references. (FMW)

ED 302 605 UD 026 556

Evans, Robert W.; Nieman, Ronald W.

The Bronson Settlement Review: Year Four, 1987-88.

Cincinnati Public Schools, Ohio.

PUB DATE- Nov 88
NOTE- 448p.; For prior reviews, see ED 278 722, ED 278 737, and ED 288 934.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Desegregation Litigation; *Desegregation Plans; Educational Policy; *Elementary Secondary Education; *Equal Education; Expulsion; Extracurricular Activities; High School Students; Housing; Minority Group Children; Neighborhood Integration; Nontraditional Education; Open Enrollment; *Program Evaluation; Racial Balance; *School Desegregation; Sex; Staff Development; Standardized Tests; Suspension; Test Bias
IDENTIFIERS- *Cincinnati Public Schools OH

School year 1987-88 marked the mid-point of the seven-year desegregation settlement for the Cincinnati (Ohio) Public Schools. This report presents data from a review of progress that was provided for in the Bronson Settlement Agreement, answers plaintiff questions, and addresses district concerns. The following subjects are discussed: (1) progress in meeting the requirements of the Taeuber Index; (2) alternative schools; (3) Open Enrollment Program; (4) staff racial balance; (5) unbiased tests and policies, including standardized testing, minority acceleration program, and suspension and expulsion policy; (6) isolation within buildings; (7) improvement in low achieving schools; (8) extracurricular activities; and (9) district/city housing activities. Comments, suggestions, or criticisms are provided at the beginning of each section. Appendices provide the following data for the 1987-88 academic year: (1) entry journalizing results of mandated midpoint hearing; (2) projections for Taeuber Index levels, and Taeuber impact of Price Hill Plan; (3) summary data on Alternative Programs, Open Enrollment Program, and Low-Achieving Schools Program; (4) evaluation of Open Enrollment Program; (5) settlement agreement status reports; (6) achievement tests results and on college-related testing programs; (7) Walnut Hills High School, Minority Acceleration reports on Program evaluation; (8) summary of suspensions and expulsions; (9) systemwide discipline review committee assignments; (10) analysis of racial and gender balance; (11) findings of a study on student involvement in extracurricular activities; (12) letters between the court, counsel, and district regarding position description for Director of Bronson Settlement Agreement; and (13) minutes of communitywide task force. Tables and graphs illustrate the data. (BJV)

ED 302 606 UD 026 558

McClure, Phyllis

Mississippi's Future--Will the Schools Meet the Challenge? A Report to the Mississippi State Board of Education and the Citizens of Mississippi.

NAACP Legal Defense Fund, Washington, DC.

PUB DATE- Nov 88

NOTE- 34p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Achievement Tests; Black Students; *Core Curriculum; *Curriculum Development; Enrollment Trends; *Equal Education; Functional Literacy; Graduation Requirements; Higher Education; High Schools; Population Trends; Standardized Tests; Test Validity; White Students

IDENTIFIERS- American College Testing Program; College Entrance Examination Board; *Mississippi

Mississippi students are now being tested at almost every grade level. Passage of the Functional Literacy Examination (FLE) will be a prerequisite for a high school diploma beginning with the 1989 graduating class. This emphasis on testing, without an accompanying commitment to ensuring all students equal access to a full academic core curriculum, has led to mixed results. While the numbers and proportions of black children passing the FLE have been steadily increasing, black enrollment in four-year colleges was lower in 1986 than in 1976. Merely ensuring that every high school graduate is able to master an eighth grade level of literacy will not secure the highly-skilled workforce essential to Mississippi's economic growth. With more jobs requiring a college degree, and with minorities becoming a larger share of a shrinking youth population, the State urgently must seek ways to upgrade its core academic curriculum in every school district, and maximize black, as well as white, enrollment in courses that lead to a college-level education. Major findings and recommendations on the testing of Mississippi students are presented. Data are provided on the core curriculum mandated by the Institutions of Higher Learning (IHL; also known as the State College Board), and on American College Testing Program (ACT) scores. The consequences for students are analyzed, and strategies for Mississippi to improve the situation are outlined. The high school academic core curriculum must be placed center stage on the reform agenda. Tables and graphs illustrate the data. Appendices include the following: (1) college admission requirements; (2) chart of Mississippi school districts, school year 1985-86; and (3) comparison: IHL core curriculum and general education curricula requirements. (BJV)

ED 302 607 UD 026 559

Bogen, Elizabeth

Testimony on the Economic and Social Impact of Immigrants in New York City by Elizabeth Bogen, New York City Department of City Planning, Office of Immigrant Affairs, before the Joint Economic Committee. Congress of the United States.

New York City Dept. of City Planning, N.Y.

PUB DATE- 29 May 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Census Figures; *Demography; Employment Level; *Foreign Nationals; Futures (of Society); *Immigrants; Labor Force Nonparticipants; *Population Trends; Racial Differences; Regional Characteristics; Sex Differences; *Social Characteristics; Social Services; Taxes; Undocumented Immigrants; Welfare Services
IDENTIFIERS- Immigration; *New York (New York)

New York City (New York) has the longest continuous immigration history of any American city, and the largest and most varied foreign-born population, according to testimony presented in 1986 to the Joint Economic Committee of the United States Congress. Using data from the 1980 census, information in the following areas is provided: (1) demographics; (2) employment; (3) income and tax contributions; (4) use of publicly funded social programs; (5) undocumented aliens; and (6) implications for the future. Two tables illustrate some of the data. (BJV)

ED 302 608 UD 026 560

Low-Income Housing Tax Credits and the Role of Tax Policy in Preserving the Stock of Low-Income Housing. Hearings before the Subcommittee on Select Revenue Measures of the Committee on Ways and Means. House of Representatives, One Hundredth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Ways and Means.

PUB DATE- 2 Mar 88
NOTE- 418p.; Serial 100-50.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Federal Legislation; *Financial Policy; Government Role; Hearings; Homeless People; Housing Needs; Low Income Groups; *Low Rent Housing; *Policy Formation; Program Development; *Program Effectiveness; *Tax Credits; Taxes
IDENTIFIERS- Congress 100th; *Proposed Legislation; Tax Reform Act 1986

This document comprises testimony delivered before the House Subcommittee on Select Revenue Measures on the Low-Income Housing Tax Credit created by the Tax Reform Act of 1986, and on the role of tax policy in preserving the stock of low-income housing. The effectiveness of the low-income credit program is discussed and strategies to improve it are explored. It was proposed to help offset the significant reduction of Department of Housing and Urban Development subsidies from $26 billion in 1981 to $7.4 billion in 1987. H.R. 3663, a bill proposed to provide incentives to prevent the loss of low-income housing, is also discussed. Material submitted for the record and the prepared statements of the witnesses are included. (BJV)

ED 302 609 UD 026 561

Walker, Wendy D.
The Other Side of the Asian Academic Success Myth: The Hmong Story.

PUB DATE- Dec 88
NOTE- 69p.; Qualifying paper for the doctorate in education, Harvard Graduate School of Education.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Asian Americans; Cultural Differences; Educational Attainment; *Educational Background; Elementary Secondary Education; English (Second Language); Ethnicity; Minority Group Children; Poverty; *Refugees; *Rural Urban Differences; Socioeconomic Status; Standardized Tests; Stereotypes; Student Behavior
IDENTIFIERS- California (San Diego); *Hmong People; *Immigration; Wave Theory

Despite the myth of Asian academic success, there is a distinction between the educational background and academic achievements of immigrant and refugee children from literate, urban, western-influenced backgrounds, and refugee children from pre-literate, rural cultures that are uninfluenced by Western technology and education. This is demonstrated by examining the Hmong. Hmong children are relatively uneducated when they arrive in the United States. The longer they remain in the United States, the better they do on standardized tests. The younger the Hmong children are when they first arrive, the better their chances of achieving academically. In the classroom, their drive and determination compensate for their lack of background: of the Hmong in San Diego, California, 40 percent had grade point averages above 3.0. The following explanations of Hmong children's classroom performance are discussed: (1) the studies of Kan and Liu, which concentrate on socioeconomic analysis; and (2) wave theory, which concentrates on rural-urban differences among refugees who fled their native countries at different times. The importance of ethnicity to the Hmong is discussed. Structural and institutional issues are addressed. Implications for future research are outlined. Data are presented on four tables. A seven-page bibliography is included. (BJV)

ED 302 610 UD 026 571

Comprehensive Assessment Report Reference Group Summaries, October 1988.

New York State Education Dept., Albany.

PUB DATE- Oct 88
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Attendance; Class Size; Dropout Rate; Elementary Schools; Elementary School Students; Elementary Secondary Education; Ethnic Distribution; High School Graduates; Limited English Speaking; Minimum Competency Testing; Poverty; *Public Schools; Racial Composition; Reference Groups; *School Demography; *School Districts; *School Statistics; Secondary Schools; Secondary School Students; Standardized Tests; *Student Characteristics; Teacher Student Ratio; *Test Results
IDENTIFIERS- *New York; New York State Competency Tests; New York State Regents Examinations; Pupil Evaluation Program

This document contains 22 tables of statistical data comprising reference group summaries for the data included in the October 1988 New York State Comprehensive Assessment Reports. School administrators can compare the data for their schools and school districts with those for various reference groups in New York. Sections A through E include reference group summaries for the following groups: (1) the Pupil Evaluation Program tests; (2) the grade 6 program evaluation test in social studies; (3) the preliminary competency tests; (4) the Regents competency tests; and (5) the Regents examinations that were administered during the 1987-88 school year. Section F comprises summaries for the high school graduation results for the 1987-88 school year. Sections G through I include the following: (1) racial/ethnic data; (2) data on pupils with limited English proficiency; (3) pupil/support staff ratios; (4) average class size data for reference groups in New York State for the 1987-88 school year; (5) attendance and dropout rates for the 1987-88 school year; and (6) poverty level data based on the 1980 Federal Census. (FMW)

ED 302 611 UD 026 572

Boswell, Thomas D.; Rivero, Manuel

Demographic Characteristics of Pre-Mariel Cubans Living in the United States: 1980.

Miami Univ., Coral Gables, FL. Research Inst. for Cuban Studies.

SPONS. AGENCY- Cuban American National Council, Inc.; Department of Justice, Washington, D.C. Community Relations Service.
PUB DATE- 88
NOTE- 80p.
AVAILABLE FROM- Graduate School of International Studies, North-South Center, P.O. Box 248123, Coral Gables, FL 33124, attention: Mercy Vega ($8.00; 100 or more $5.00 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; Citizenship; *Cubans; *Demography; Differences; Ethnic Groups; Geographic Regions; *Hispanic Americans; Human Geography; *Immigrants; Income; Mexican Americans; Migration; Minority Groups; Physiology; Puerto Ricans; *Regional Characteristics; Residential Patterns; Second Languages; Social Characteristics; Socioeconomic Status; Statistical Analysis
IDENTIFIERS- Census 1980; Florida; New Jersey; New York; United States

This paper describes and analyzes the demographic characteristics of the Pre-Mariel Cuban American population living in the United States as presented in the 1980 U.S. Census of the Population. Information is not provided for the Mariel entrants, who began arriving from Cuba on April 21, 1980, because the data were derived from a one-in-a-thousand sample of the total U.S. population as determined on April 1, 1980. The analysis is separated into two divisions. In the first section, the United States is considered as a whole. The nation's residents of Cuban descent (803,226) are compared to those of Mexican (8,740,439), Puerto Rican (2,013,945), and "Other Spanish" (3,051,063) origin, as well as to non-Hispanics. Factors examined include the following: (1) numbers and place of residence; (2) physiological characteristics; (3) spatial mobility and citizenship; (4) language abilities; (5) labor force characteristics; (6) income patterns; (7) social attributes; and (8) socioeconomic rank. These comparisons provide an understanding of the demographic context in which Cubans are living in the United States. In the second section, the Pre-Mariel Cuban American population is classified and compared according to the following areas of residence: (1) Florida; (2) the combined areas of New Jersey and New York; and (3) the rest of the United States. Statistical data are included on 26 tables and six graphs. A list of 66 endnotes are also included. The appendix includes a discussion of the methodology used in the ranking system. (FMW)

ED 302 612 UD 026 573

Mudimbe, V. Y.
Liberty in African and Western Thought.
Institute for Independent Education, Inc., Washington, DC.
REPORT NO.- ISBN-0-941001-12-1
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African Culture; Civil Liberties; *Cultural Differences; Essays; Group Membership; *Identification (Psychology); Interpersonal Relationship; Locus of Control; Non Western Civilization; Personality; Philosophy; *Self Concept; Significant Others; *Social Cognition; *Western Civilization
IDENTIFIERS- *Freedom; Zaire

The theoretical African mode of thinking about liberty seems to stand in contrast to the view of liberty that has dominated Western philosophy. Western philosophy accepts as its starting point the notion of an unconstrained and uncontextualized "I" that is defined in relation to the self and its inner being. Greek, Cartesian, and classical European philosophy evolved an "I/it" model in which human freedom becomes a tool for mastering the universe. The African mode emphasizes a more communal "I" that is always connected to and in relationship with others. The attitudes and practices of the Luba of Zaire illustrate the concept of an "I" that is a subjective consciousness, contingent upon others and upon a socially-defined space. For the Luba, the "I" is never defined by an autonomous self, but by a group of others, and the exercise of freedom is predetermined by this fact. In the West, the primacy of the "I/it" model has paralleled hierarchical social and political systems of exclusion and domination. In contrast, the traditional African conception involves an "I/with" or "I/we" model, ano freedom involves freedom for the group and for the individual in relation to the group. These opposing perceptions of "I/it" and "I/we" are resolved to some degree in the work of Rousseau, Freud, Marx, and many feminist theorists. (FMW)

ED 302 613 UD 026 574

Clarke, John Henrik
Africans Away from Home.
Institute for Independent Education, Inc., Washington, DC.
REPORT NO.- ISBN-0-941001-13-X
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- African History; Black Culture; *Black History; *Blacks; Church Role; Civil Liberties; *Civil Rights; *Differences; Latin American History; Minority Groups; Racial Discrimination; Regional Characteristics; *Slavery; Social Influences; United States History; World History
IDENTIFIERS- Caribbean; Caribbean History; New England; South America; Washington (Booker T)

Africans who were brought across the Atlantic as slaves never fully adjusted to slavery or accepted its inevitability. Resistance began on board the slave ships, where many jumped overboard or committed suicide. African slaves in South America led the first revolts against tyranny in the New World. The first slave revolt in the Caribbean occurred in Cuba, but the most organized revolts occurred in Haiti and Jamaica. The South American and Caribbean revolts were successful because of geography and, most importantly, because of African cultural continuity. In the United States, the African pursuit of liberty differed in various parts of the country, depending on the following factors: (1) conditions at the respective plantations; (2) relationships forged with American Indians; (3) the impact of the weather; and (4) contacts with Africans from the Caribbean. The emerging radical Black ministry set in motion several slave revolts in the first half of the nineteenth century. During the Civil War, many blacks fought on the side of the North. Following the Emancipation Proclamation and the "pseudo-racial democracy" of the Reconstructionist period, educator Booker T. Washington and intellectual leader W. E. B. Dubois emerged as prominent black spokesmen. A brief bibliography is included. (FMW)

ED 302 614 UD 026 575

Fitch, Nancy Elizabeth

Expressions of Liberty.

Institute for Independent Education, Inc., Washington, DC.
REPORT NO.- ISBN-941001-14-8
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Autobiographies; *Black Culture; Black Education; *Black History; Black Leadership; Black Organizations; Church Role; Civil Liberties; Civil Rights; *Creative Expression; Cultural Background; Cultural Influences; *Intellectual Freedom; Jazz; Music; Public Speaking; *Self Expression; Singing; *Slavery; United States History
IDENTIFIERS- *Freedom

The concept of liberty has been in the forefront of the minds of African Americans ever since the beginning of slavery, and its importance continues to the present. To cope with the inability to achieve complete freedom, and with the oppressive state created by a lack of liberty, they developed ways to express their feelings about the elusiveness of freedom. The African American vision of liberty was born in the experiences of capture, the "Middle Passage" across the Atlantic, and slavery in the Americas. The creation of the black church was one of the most important efforts to achieve a semblance of freedom and independence. The members of the African Methodist Episcopal (A.M.E.) Church and the African Methodist Episcopal Zion (A.M.E.Z.) Church have a tradition of taking leadership roles in the black community that goes back to the African priest-warriors. Preaching and oratory also compensated for proscriptions against teaching slaves to read and write. The many written, sung, and instrumental forms through which African Americans expressed their feelings about liberty include the following: (1) the slave autobiography; (2) oratory on nationhood; (3) the spiritual; (4) the ringshout; and (5) jazz. A brief list of references is included. (FMW)

ED 302 615 UD 026 576

Ratteray, Joan Davis
Freedom of the Mind. Essays and Policy Studies.

Institute for Independent Education, Inc., Washington, DC.
REPORT NO.- ISBN-0-941001-15-6
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *African Culture; *Black Education; Blacks; College Curriculum; Cultural Background; *Cultural Differences; Cultural Pluralism; Cultural Traits; Culture Conflict; *Curriculum Development; Curriculum Problems; Educational Change; Educational Objectives; Elementary School Curriculum; Elementary Secondary Education; Equal Education; Ethnic Groups; Higher Education; *Intellectual Freedom; Racial Differences; Secondary School Curriculum; *Western Civilization; Whites
IDENTIFIERS- *Freedom

A free mind is the first step in the pursuit of liberty, but African Americans have been hampered in that pursuit by both the Eurocentric dominant culture and by the lack of consensus among blacks on the nature and goals of black education. Conflicting trends in the history of black education include the following: (1) opposing Eurocentric and Afrocentric definitions of the goals of black education; (2) attempts by European Americans to obliterate the African spirit and control the African American mind; (3) beginnings of an African American alternative vision of black education that goes beyond the non-academic, Eurocentric model; and (4) renewed efforts by some educators to reassert the Eurocentric educational tradition while others attempt to expand the earlier search for an African frame of reference. European Americans must examine the diverse history and cultural traditions that comprise the multicultural American identity, and acknowledge the contribution of African culture to the curriculum at all levels of education. African Americans must study the role of African culture in contemporary life, and establish Afrocentric criteria for scientifically measuring and evaluating academic excellence. A list of references is included. (FMW)

ED 302 616 UD 026 577

Mukenge, Tshilemalema
Independence and the Spirit of Community.
Institute for Independent Education, Inc., Washington, DC.

REPORT NO.- ISBN-941001-16-4
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - General (140)
DESCRIPTORS- *African Culture; *Citizenship Responsibility; *Civil Liberties; Community Influence; Cultural Background; Cultural Context; Cultural Traits; Family Life; Foreign Culture; *Individual Development; Intellectual Freedom; *Interpersonal Relationship; Males; Self Concept; *Social Cognition; Social Systems
IDENTIFIERS- *Freedom; Wealth; *Zaire (Kinshasa)

The meaning of independence, or freedom, in the culture of the Luba, an African ethnic group in Zaire, is inextricably linked to fundamental rights, the development of personal qualities, and the choices that the individuals make. The rights of a Luba man are based on legitimate membership in his family, his lineage, and his chiefdom. A free man is a strong man, a hard worker, a provider, and a family builder. He is animated with the spirit of achievement and enjoys freedom of action in his undertakings. He is also a creator of wealth who enjoys its rewards. However, even though individuals have fundamental rights, their enjoyment of those rights in some instances may be either deferred or otherwise limited. Freedom is the ability to stand with others and, together, face hardship with courage; to be a contributor rather than a liability to society; and to pursue the common good. Because of this philosophy and its many manifestations in the lives of the Luba, independence and the spirit of community appear to be coterminus. A six-item list of references is included. (Author/FMW)

ED 302 617 UD 026 588

Characteristics of the 25 Most Populous Cities' School Systems and the 25 Largest Public Elementary and Secondary School Districts. Survey Report, Fall 1986.

National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- CS-88-041
PUB DATE- Sep 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Comparative Analysis; Elementary Schools; Elementary Secondary Education; *Enrollment; Full Time Faculty; Geographic Regions; Public Schools; *Public School Teachers; *Regional Characteristics; *School Demography; *School Districts; School Statistics; School Surveys; Secondary Schools; Statistical Analysis; *Urban Areas; *Urban Schools
IDENTIFIERS- *Rank Order; *States (Geopolitical Regions)

This report presents the final data on the numbers of schools, students in membership, and full-time-equivalent (FTE) teachers reported for the 25 most populous cities and the 25 largest public elementary and secondary school districts in the United States and outlying areas. Cities are ranked on the basis of 1986 population estimates. School district rankings are based on total student membership as reported to the National Center for Education Statistics (NCES) by States through the Common Core of Data (CCD) surveys for the 1986-87 school year. All States, the District of Columbia, and all outlying areas under the jurisdiction of the United States, with the exception of Massachusetts, submitted data to the CCD surveys. Statistical data are included in three tables and three maps. Findings include the following: (1) student membership in the 25 most populous cities accounted for more than 11 percent of the total student membership nationwide; (2) in eight of the largest cities, more than one school system served the elementary/secondary school population; (3) the cities employed 221,475 FTE teachers (data for Detroit and for Boston are excluded); (4) 82 school districts serve 7,736 schools in the 25 cities; (5) more than 5 million students attend schools in the 25 largest districts; (6) New York City School District represents 17.7 percent of the combined school district student membership; and (7) the largest districts employ more than 265,000 FTE teachers. The appendix includes a list of 17 of the 25 most populous cities served by single school systems, and a list of eight of the most populous cities served by more than one school district. (FMW)

ED 302 618   UD 026 591

Berman, Paul; And Others
Restructuring California Education: A Design for Public Education in the Twenty-First Century. Recommendations to the California Business Roundtable.
Berman, Weiler Associates, Berkeley, CA.
SPONS. AGENCY- California Business Roundtable.

PUB DATE- 88
NOTE- 295p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Community Role; *Educational Change; Educational Technology; Elementary Schools; Elementary Secondary Education; *Instructional Improvement; Parent Participation; Preschool Education; Public Schools; *School Business Relationship; School District Autonomy; Secondary Schools; *Second Language Programs; *Teacher Effectiveness; Teacher Recruitment
IDENTIFIERS- *California; Community Based Education

This report presents recommendations to the chief executive officers (CEOs) of over 90 of California's major corporations to strengthen and redesign the state's public elementary and secondary schools. The recommendations build on the current system and on reforms already underway. Although the recommendations are fairly comprehensive, they do not cover some areas that need major reform, such as financing public education, the construction of new school facilities, collective bargaining, business-education partnerships, or social services outside the educational system. The proposals are based on a combination of ideas from effective schools now in operation, and from interviews with educators, political leaders, legislative members and staff, community leaders, and concerned citizens. Summary recommendations, presented to stimulate discussion, include the following: (1) expand and focus schooling; (2) establish accountability based on performance and choice; (3) establish school autonomy, and empower parents, teachers, and principals; (4) modernize instruction; (5) strengthen the teaching profession; and (6) capitalize on diversity. Statistical data are included in six graphs and four tables. A 35-page bibliography is also included. (FMW)

ED 302 619 UD 026 594

Millstein, Susan G.
The Potential of School-Linked Centers To Promote Adolescent Health and Development. Working Paper.
Carnegie Council on Adolescent Development, Washington, DC.
PUB DATE- Aug 88
NOTE- 78p.; Prepared for the Meeting of the Carnegie Council on Adolescent Development (February 1988).
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Clinics; Community Health Services; Contraception; Cooperative Programs; Health Facilities; *Health Needs; High Schools; Junior High Schools; Middle Schools; Minority Groups; Primary Health Care; Program Descriptions; *Program Evaluation; Research Needs; *School Health Services; Secondary Education; Secondary School Students; Special Health Problems; Urban Schools
IDENTIFIERS- *School Based Clinics

The future of school-linked adolescent health centers cannot be determined without further evaluation. The recent development of school-linked health centers stems from concerns about the special health needs of adolescents. Currently there are 125 school-based and school-linked centers in operation. Characteristics include the following: (1) most are located in or near urban high schools with high concentrations of minority youth; (2) most provide primary health care, assessment and referral services, diagnosis and treatment of minor injuries, health education, and counseling; (3) almost half prescribe but do not dispense contraceptives, and about 21 percent dispense contraceptives; (4) most visits are for physical examinations, acute illnesses, and minor emergencies; and (5) reproductive health care accounts for less than 25 percent of the services provided. The centers are often held to standards that far exceed those for other forms of health care, because of the expectation that their link with schools would influence a broad range of social and behavioral outcomes. Evaluation results are preliminary, but findings indicate that parents support the centers and that adolescents utilize them. Major barriers to expansion include the following: (1) lack of stable funding; (2) limited number of well-designed evaluation studies; and (3) opposition on religious or philosophical grounds to the provision of reproductive services. Issues for future evaluation studies and policy considerations are included. A 65-item list of references is included. (FMW)

ED 302 620 UD 026 598

Chapter 1 as an Educational Resource in South Carolina.
South Carolina State Dept. of Education, Columbia. Office of Federal Programs.
PUB DATE- Jun 88

NOTE- 34p.; For earlier report, see ED 292 903.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; *Compensatory Education; *Demonstration Programs; *Educationally Disadvantaged; *Elementary School Students; Elementary Secondary Education; *Federal Programs; High School Students; Learning Readiness; Mathematics Instruction; Parent Participation; Program Budgeting; Program Descriptions; Program Effectiveness; Reading Instruction; Remedial Programs; School Personnel; Student Characteristics
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I; *South Carolina

This report presents a summary of the State of South Carolina's utilization of Elementary and Secondary Education Act Title I and Education Consolidation and Improvement Act Chapter 1 funds as a resource for educationally disadvantaged students during the past 5 years, and identifies those projects exhibiting the greatest gains in terms of student achievement during fiscal year 1987. The educational impact of Title I/Chapter 1 funding is illustrated with summary data for the following areas: (1) state allocation; (2) number of students participating; (3) participants by instructional category; (4) number of professionals and paraprofessionals employed; (5) number of teachers employed; (6) number of aides employed; (7) budget funds by type of service; (8) program effectiveness; and (9) services provided by parents. Twenty-one Title I/Chapter 1 programs that demonstrated significant gains at all grade levels served were chosen for exhibition in the "Programs That Work" project. Brief descriptions are included for these programs, covering the areas of readiness, reading, and mathematics. Statistical data are presented in eight tables and one graph. (FMW)

ED 302 621 UD 026 601

The Role of the California Postsecondary Education Commission in Achieving Educational Equity in California: The Report of the Commission's Special Committee on Educational Equity. Commission Report 88-31.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Sep 88
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Preparation; Economically Disadvantaged; Educationally Disadvantaged; *Educational Opportunities; Elementary Secondary Education; *Equal Education; Faculty Recruitment; Graduate Students; Minority Groups; Minority Group Teachers; Planning Commissions; *Postsecondary Education; Program Descriptions; Program Evaluation; Secondary Education; Secondary School Students; *Statewide Planning; Teacher Education; Teacher Recruitment; Undergraduate Students
IDENTIFIERS- *California

This report reassesses the previous role of the California Postsecondary Education Commission in the area of educational equity, and develops a plan to guide the Commission in the next several years. Chapters cover the following topics: (1) vision for the future; (2) assessment of equal education in California today; and (3) recommendations on a plan for the Commission's contribution to the development of the educational system, including guiding principles, roles, strategic issues, and an agenda of projects. Projects described in detail include the following: (1) diversifying the postsecondary faculty; (2) diversifying the postsecondary leadership; (3) ensuring graduate school program participation; (4) preparing elementary and secondary school teachers; and (5) increasing the flow of college students through baccalaureate graduation. Descriptions of projects that the California State Legislature has directed the Commission to undertake include the following: (1) evaluating the administration of MESA (Mathematics, Engineering, Science Achievement); (2) evaluating Junior MESA; (3) implementing the recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83; and (4) assessing the impact of intersegmental programs to prepare secondary school students for college. The appendices include a bibliography and a list of participants in the Commission's forums. A summary description of the Commission and a list of its publications are also included. (FMW)

ED 302 622 UD 026 611

Vroman, Wayne

The Economic Performance of Minorities in National and Urban Labor Markets. Project Report.

Urban Inst., Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
REPORT NO.- UI-3730-06
PUB DATE- Mar 88
NOTE- 55p.; Prepared for the Urban Institute Symposium on Residential Mobility and Minority Incomes (April 21-22, 1988).
AVAILABLE FROM- The Urban Institute, 2100 M Street, NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Employment; *Blacks; Employment Level; *Employment Patterns; Equal Opportunities (Jobs); Hispanic Americans; *Labor Force Development; *Racial Differences; Social Theories; Unemployment; *Whites
IDENTIFIERS- Relative Wage Models

In the period since the passage of the 1964 Civil Rights Act Blacks have continued to experience severe disadvantages relative to Whites in such areas as family stability, unemployment rates, average income, poverty rates, and dependence on government transfer payment programs. From the diverse statistical indicators of relative status two sharply conflicting interpretations have emerged. One stresses relative improvements and convergence towards a position of parity with Whites. The second stresses the lack of overall progress. This paper reviews national data that summarize recent trends in the labor market performance of Blacks and Hispanic Americans. The following three economic indicators are examined: (1) relative earnings; (2) unemployment rates; and (3) labor force participation rates. Using data from the Current Population Survey, Black unemployment rates are analyzed in five large metropolitan areas. This analysis explores the effects of regional unemployment developments and tests for upward trend in the Black unemployment rate relative to the rate for Whites. National and regional data on employment trends since 1948 are examined. The following major theories that purport to explain the disparities in the labor market performance of Blacks and Whites are discussed: (1) supply theories; (2) demand theories; and (3) spatial mismatch theories. Areas for future research are identified. Data are presented in 10 tables and figures. A list of references is included. (BJV)

ED 302 623 UD 026 612

Kelley, Tina
Small Change: The Comprehensive School Improvement Program.
Educational Priorities Panel, New York, N.Y.
PUB DATE- Nov 88
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Attendance; Decentralization; *Educational Facilities Improvement; *Educational Improvement; Elementary Education; Government Role; Improvement Programs; Leadership Responsibility; Limited English Speaking; Mathematics Instruction; Parent Participation; Participative Decision Making; Program Budgeting; *Program Evaluation; Program Implementation; Program Improvement; Reading Improvement; School Based Management; Staff Development; *State Programs; Theory Practice Relationship; Urban Education
IDENTIFIERS- *Comprehensive School Improvement Program; *New York

The Comprehensive School Improvement Program (CSIP), which was mandated by New York State to address issues of school reform, was a disappointment both in the way the State conceived the program and in the way it was implemented. CSIP was designed to encourage cooperative planning among teachers, principals, parents, and other school staff to foster school-based decision-making. Schools were mandated to participate in this project if they were designated on the State's Comprehensive Assessment Report list of schools needing substantial improvement in third and sixth grade reading and math scores, as well as attendance. This report reviews the following: (1) the State's responsibility; (2) shortcomings of the Board's implementation of CSIP; (3) description and history of CSIP; (4) description of the CSIP facilitators; (5) results of visits to seven CSIP sites; (6) how CSIP fell short of its theoretical goals; (7) how CSIP's implementation was inadequate; (8) CSIP decentralization; (9) next steps; and (10) recommendations for changes on the state level, the structure of CSIP, and the implementation of CSIP. Appendices include the following: (1) excerpt from section 100.2 of the Commissioner's regulations; (2) CSIP data; and (3) descriptions of the seven CSIP sites visited. (BJV)

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